barnard mortarboard

1974

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And the phantom was a woman, and when I came to know her better I called her after the heroine of a famous poem, *The Angel in the House.* It was she who used to come between me and my paper when I was writing reviews. It was she who bothered me and wasted my time and so tormented me that at last I killed her. You who come of a younger and happier generation may not have heard of her — you may not know what I mean by the Angel in the House. I will describe her as shortly as I can. She was intensely sympathetic. She was immensely charming. She was utterly unselfish. She excelled in the difficult arts of family life. She sacrificed herself daily. If there was chicken, she took the leg; if there was a draught she sat in it — in short she was so constituted that she never had a mind or a wish of her own, but preferred to sympathize always with the minds and wishes of others. Above all — I need not say it — she was pure. Her purity was supposed to be her chief beauty — her blushes, her great grace. In those days — the last of Queen Victoria — every house had its Angel. And when I came to write I encountered her with every page; I heard the rustling of her skirts in the room. Directly, that is to say, I took my pen in my hand to review that novel by a famous man, she slipped behind me and whispered:

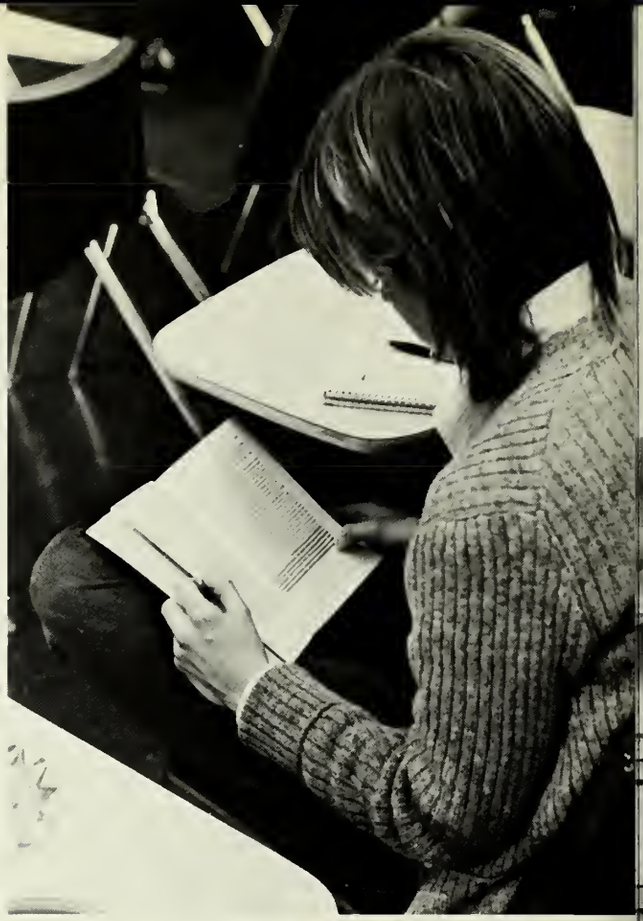
> "My dear, you are a young woman. You are writing about a book that has been written by a man. Be sympathetic; be tender; flatter; deceive; use all the arts and wiles of our sex. Never let anybody guess that you have a mind of your own. Above all, be Pure."

And she made as if to guide my pen . . . Had I not killed her, she would have killed me. She would have plucked the heart out of my writing.

Virginia Woolf
The Death of the Moth, 1942

BARNARD MORTARBOARD

1974



BARNARD COLLEGE
2961 TO 3009
BROADWAY

Martha Peterson,
President

To the Members of the Class of 1974:

Now as you graduate from Barnard will you stop for a few minutes to recall with me some of the events that have marked these past four years: the opening of the Women's Center and a new awareness of Barnard as a woman's college, the Program in the Arts and a new appreciation of the Minor Latham Theatre, the Barnard-Columbia Chorus, the Spring Festival, the Barndard-Columbia agreement with open access to Columbia and all the responsibilities that accompany such an agreement, a revitalized *Bulletin,* the election of students to sit with the Trustees, Gildersleeve Professors such as Mr. Levi Straus, Dame Veronica Wedgewood and Mr. Xenakis; a major in Environmental Conservation and Management, a constantly increasing number of pre-meds and pre-laws, and this year the loss we all shared in the death of Professor King.

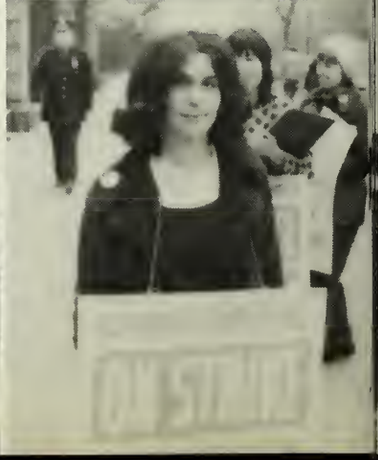
In my first letter to you on August 4, 1970, I asked "what will you give to Barnard and how can Barnard most stimulate, encourage, strengthen you?" Those questions are partially answered now. I hope you are as satisfied with the results as all of us are. These have been good years for Barnard and I hope for you as a vital part of Barnard.

With sincere good wishes to each of you,

Martha Peterson
President

Seniors

WE, THE SENIORS



NOW

FACE THE

FUTURE

Katherine Caso

Sally H. Hernan

Sharona Barzilay

Kathy Blank

Ellen Bronzo

Judy Adena Rosenbaum

Linda Ripstein

Diane Neigel

Margie Weiner

Barbara Shmagin

Ann Abenavoli

Patricia Burns

Rosalyn Weiss

Joan Kiely

Saehyang Park

Susan C. Schachner

Meryl Silverman

Antonina Galletta

Emily Plutchok

Leslie Calman

Betsy Lasson

Berdine Abler

Joan Stavropoulos

Laura Twersky

Sharon Yost

Miriam Frank

Karen Hurvitz

Randi Jaffe

Susan Slovin

Mona Rosenstock

Maria Gorordo

Ai-Hwa Ong

Ave-Maria Brennan

Naomi Stamler

Linda Kartoz

Kathryn Rehwaldt

Marlene Stulback

Beverly Pelzner

Joanne Koeller

Hindy Kellerman

Carol Goldberg

Susan Ide

Sonia Rodriguez

Linda Pan

Janet von Briesen

Linda Bernstein

Karen Borowik

Suzanne Wasser

Donna Felsenstein

Diana Kiozpeoplou

Janina Bura

Frances Walfish

Lindsey Folsom

Arlene Rubenstein

Lucelle del Rosario

Gail Hessol

Evalyn G. Hollander

Diane Cooperman

Shirley Brotman

Myra Ladenheim

Ida Jessica Heyman

Rebecca Fogel

Helen Mulbauer

Christine Ajello

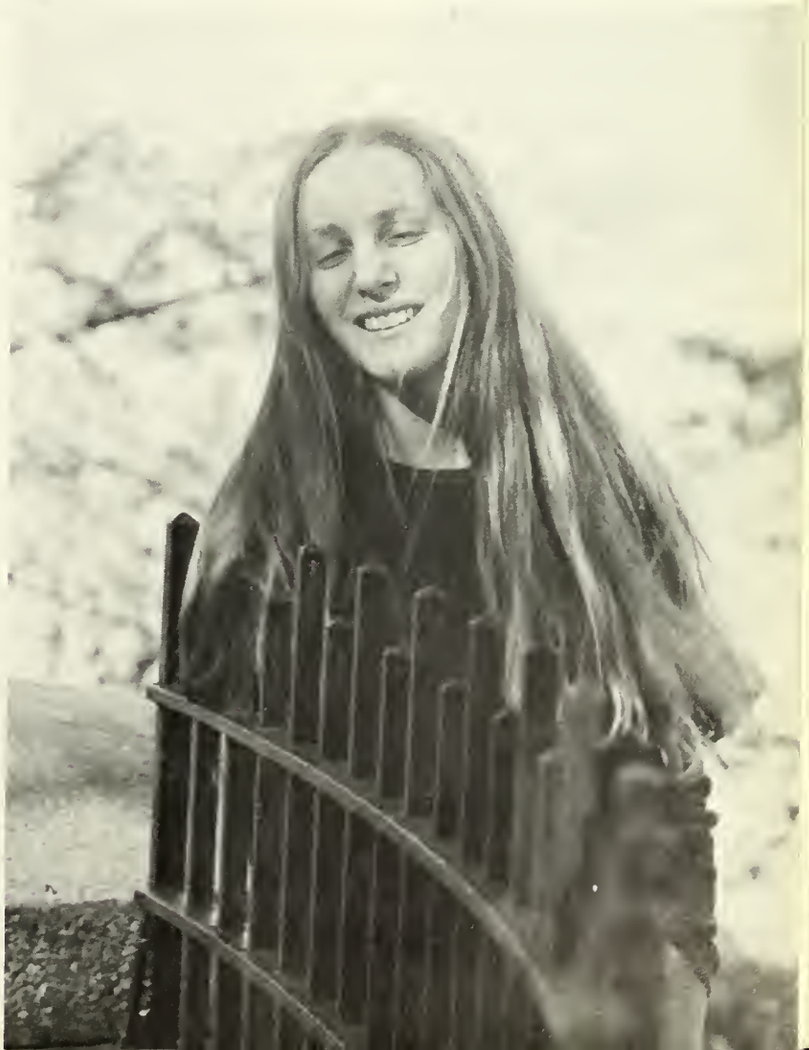
Susan Weiss

Celeste Chin

Jacqueline Dalton

Marian Louis

Jill Eden



Yanick Chaumin

Sarrae Crain

Elizabeth Perlman

Mildred Patterson

Ellen Holder

Sheila Turner

Sheila Williams

Patrice Johnson

Myrna Hardy

Shirley Feggans

Edwina Losey

Haratia Pitts

Julianne Perry

Karen Jackson

Marilyn Sanders

Anna Ford

Marsha E. Simms

Karen O'Neal

Rose Doundoulakis

Eileen McNamara

Maureen Killackey

Fran Jacobs

Cynthia Siwulec

Derval C. Walsh

Ruth Paula Kappel

Dorothy Banish

Georgina Jui

Karen Beecher

Louise Frishwasser

Mary Krueger

Debra Szybinski

Iris Fass

M. Kim Hom

Rebecca Waters

Fanette Pollack

Diane Fenner

Barbara Tarasaka

Joan Wan

Barbara Cain

Judy Voelker

Florence Milch

Jo-Ann Reif

Pilar Azze

Leora Fishman

Marilyn Chin

Monica Edinger

Barbara Kaufman

Kim Tolley

Sheila Russian

Georgeanne Chapin

Letitia Chow

Jocelyn Block

Karen Akamine

Elizabeth Konecky

Donna McKinnon

Marilyn Steinberg

Cynthia Bagby

Stephanie Bialick

Priscilla A. Konecky

Kathy Erlandson

Penny Liberatos

Linda Spiegel

Felice Lesser

Miranda Pluchenik

Susan Bass

Jane Dickson

Athena Fouraris

Ellen Wong

Barbara Winkler

Susan McNally

Elizabeth White

Ligija Ercius

Betsy Shapiro

Harriet Lazer

Sheila Dugan

Tina Doud

Ning Lee

Marina Yu

Cathy Carothers

Linda Matsuuchi

Martha Ginn

Ilana Glickman

Sylvia Lee

Shawn Matteson

Ellen Josephine Carry

Karen Mooney

Mary Jo Malone

Nancy Pierson Christatos

Jacqueline Shadko

Christine Piatrowska

ALMA MATER

Linnea Q. Burnette

Lisa Waxman

Doreen Young

Judy Groner

Kathy Citron

Ellen Scherl

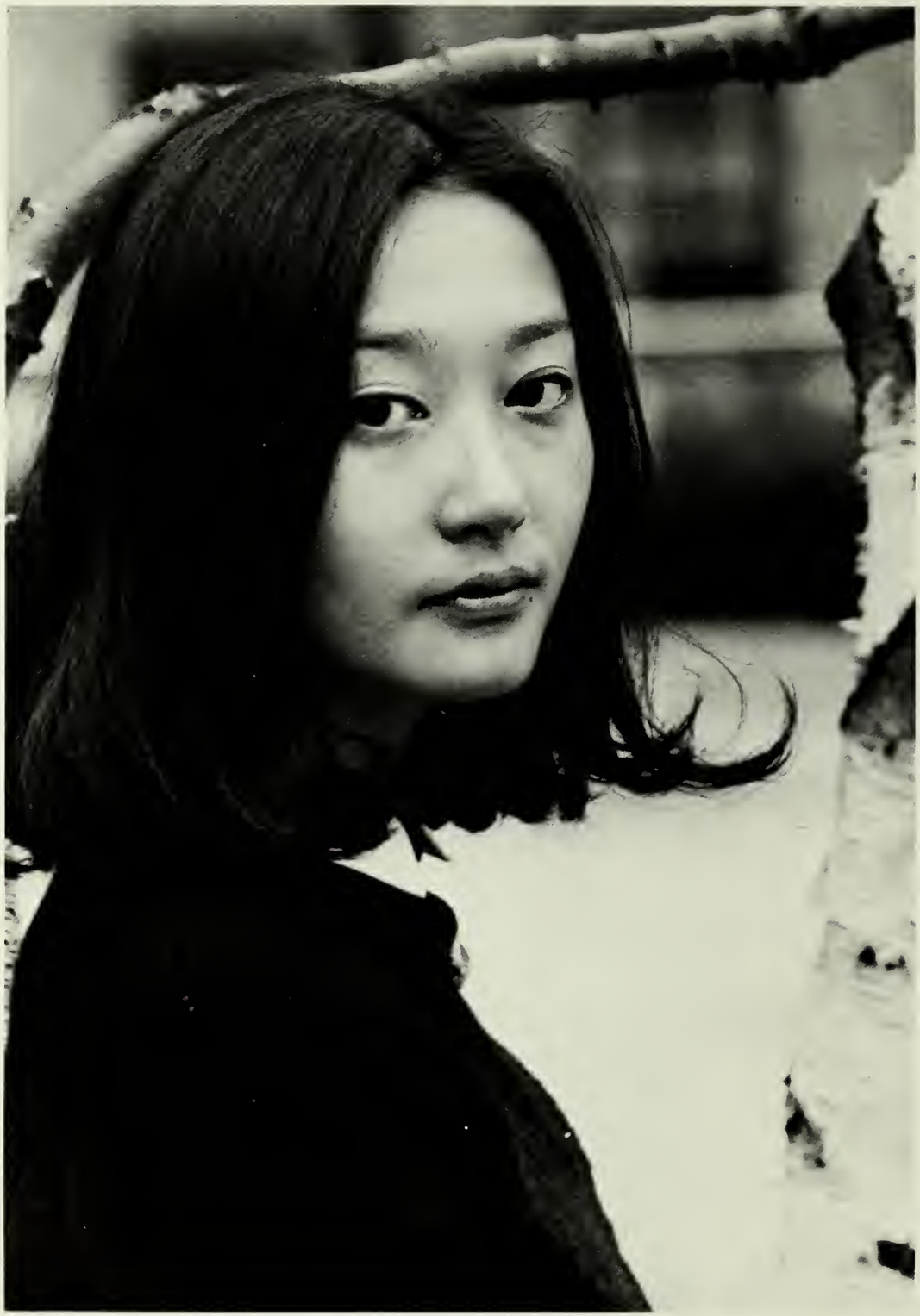
Mary O'Dea

Nancy Sherman

Barbara Allis

Lea Rutmanowitz

Arlene Eisenberg



Yumi Shitoto

Margaret Slyper

Patty Florio

Ellen Cohen

Eve Hecht

Mary Mac Kiernan

Diana Fosha

Linda Schartup

Helen K. Puschin

Rosita Cheung

Pamela Cohen

Miwako Tanaka

Susan Moskowitz

Barbara Rumain

Heidi Abrams

Rochelle Dauber

Elaine Frezza

Deborah Coen
Carole Sorenson

Deborah Coen
Amy Friedman
Candace Howes
Margaret Ricks
Carole Sorenson

Grace Alhades

Laureen Griffin

Diane Ajl

Carla Shanahan

Joanna Ajdukiewicz

Margaret Friedrich

Laura Reiner

Robin Matlin

Cindy Wagner

Faye Levine

Hassidah Bigman

Patricia Bayer

Amy Daiuta

Abigail Dworetsky

Ilene Zafron

Robin Quinby

Zori Cohen

Irene Grewcew

Michele Friedman

Marion Stout Yagman

Bonnie Ginzburg

Barbara Toby Davis

Helen E. Sweetland

Allison Estabrook

Carole Post

Elisabeth Post

Betty-Ann Hyman

Carolyn Yalkut

Janet Scharf

Cynthia Dickinson

Martha Ellen Woodman

Idelle Gross

Lin Lin Chan

Leah Altman

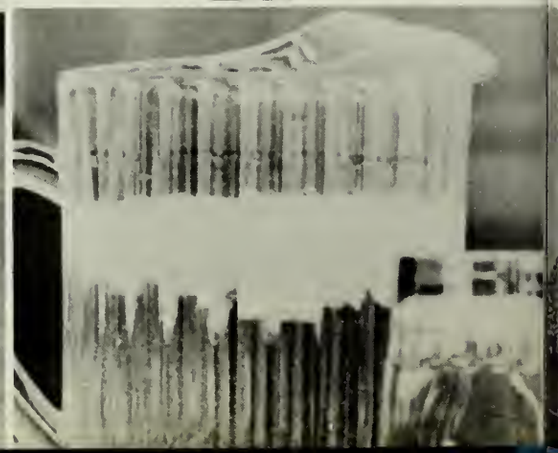
Debbie Green

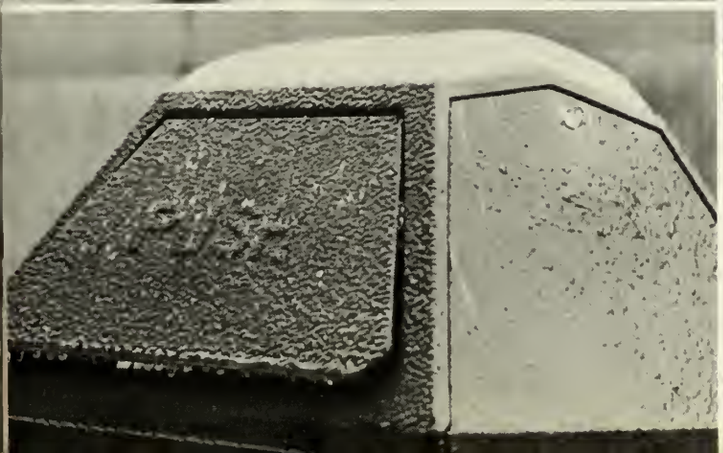
Carol H. Diamond

Lynn Neumann

Susan Goodman

Susanna R. Mach





strong!

SANDPAPER

age 18
— hey honkey —
you notice one sauntering
in a slinky
chi-pao . . .
reflex takes over
you think
link the chink . . .
your jack-knife simile
springs forward
ready for
this "docile imbecile" . . .
to your surprise
she sprays you with hai karate chops . . .
bingo!

age 19
Where do we go from here, dear?
I had visions of you making
fiery love to me —
in the aphrodisiac presence
of a pulsating red,
through one another we reached
ourselves, or perhaps —
but everytime we see each other
we talk and talk and talk
and sometimes when my throat is dry
and my vocal cords become exhausted
you talk and dabble (or is it babble)
into the abstruse while I
devise ways of seducing you —
should I gently sigh breaths
of tiny zephyrs through your
straight black strands of hair
and work up to unbuttoning
your shirt as I taste your earlobes
and —
but where is that courage and
therefore I wait for your hoped-for
advances, and I claim to be a
feminist.

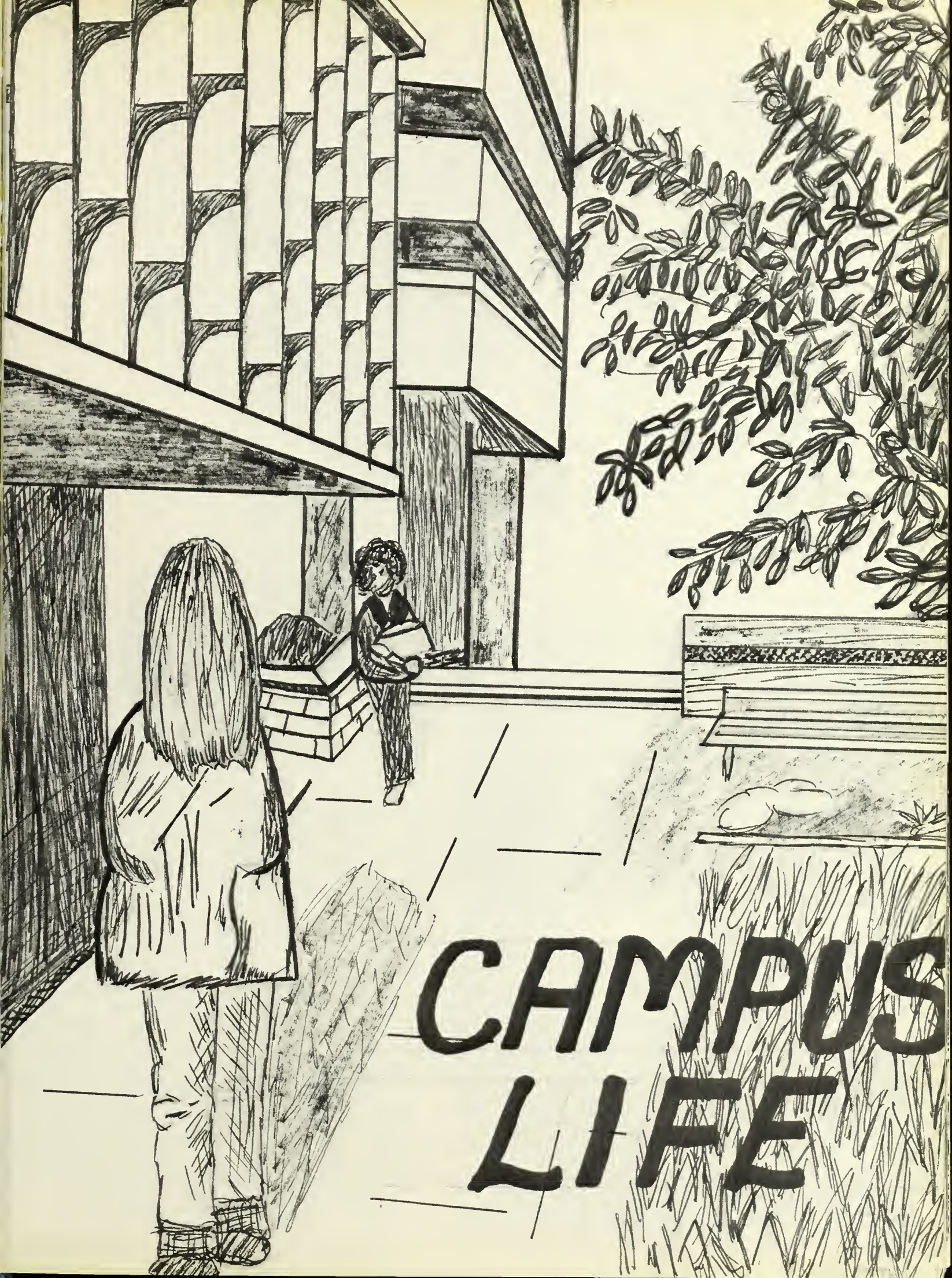
LOTUS

by Marina Yu

age 20
the radio groans
a rhyming loneliness
only a teeny bopper
could be moved popsicle blues
tongue massaging tongue
gliding
I peruse the mirror
the summer bronze
almost completely scraped off
so also our epidermal cells
which had so often
chafed each other's topography
you laughed
at my calligraphic mesh glazed black
unusually straight you said
naive I noted
and I grinned
at your own tangled gossamers
spiral filaments
I force a smile into the mirror
epicanthus felinity
survival in smiles
the mirror shatters to shards
tumbling
from crescent eyes

age 21
a Caucasian man:
caution;
an Asian man:
paranoia;
a man who is compassionate but passionless:
disinterest and guilt;
a man who is cold but consupiscent:
conflict;
a man who is kind and erotic:
cowardice concerning love.

(adapted from
Ingrid Bengis)



CAMPUS LIFE

EXPERIMENTAL COLLEGE

The Experimental College, born of the dramatic events of 1968 at Columbia, is celebrating its fifth year of turbulent existence, having survived and transcended yet another crisis. The eviction brought against the E.C. by Columbia, its landlord at 523 West 113th Street, has been postponed until Commencement Day — no small achievement, and testimony to the remarkable upsurge of support for the Experimental College, even from those who find its philosophy hard to swallow.

Clearly the E.C. is more than the sum of its parts: forty students, two courses, a residence, a faculty-student committee, a coordinator. The independent projects are part of it: a student playing and analyzing chess games with her sponsor every week; three students performing a Mozart piano trio; four students giving 8 to 10 hours a week in paralegal aid to the Harlem community. The weekly meetings provide a structure. And the house with its 16 residents provides a center, a meeting-place, a psychological home and "safe place" for residents and nonresidents alike.

But the E.C. is also an idea: that individuals draw their strength and autonomy from the sense of belonging to a group, and the group draws its strength from the loyalty and cooperation of the individuals who form it. This dialectic operates in time of crisis, but it flourishes in times of peace and growth. Perhaps next year, in a new residence — our fourth! — the Experimental College will have a chance to prove its contention that confidence, not anxiety and stress, is the best source of energy and change.

Hester Eisenstein

WOMEN'S CENTER

THE WOMEN'S CENTER

For many of us at Barnard, the Women's Center is the realization of a dream. It was three years ago that a small determined group of students, faculty, administrators, and alumnae, including two Barnard trustees, chaired by Catharine Stimpson, began to meet regularly to bring the Center into being. After months of discussion, that committee produced a report which became the basis for the Women's Center.

We believed then as we believe now that Barnard had an important pioneering role to play in helping women raise their aspirations and develop a heightened sense of their own identity and independence so that they might realize their full potential. We believed that women's center can supplement Barnard's rich academic program by creating an atmosphere and developing programs which would hasten these goals.

The Center opened in the fall of 1971 with one tiny office on the first floor of Barnard Hall. Now, three years later, we have burst out of that little room into larger quarters, added many activities and services, and have become an integral and necessary part of Barnard College. As we were conceived, so are we governed by an equal representation of all our constituencies. Policies and decisions are made by an executive committee composed of students, faculty, administrators, and alumnae.

What have we accomplished? What do we do? We have realized one of our original goals — to become a resource center and a clearinghouse of information about women's groups and feminist activities. We have collected and catalogued books, articles, clippings, papers, pamphlets, and special issues of journals, and have subscriptions to over thirty-five newsletters and periodicals covering a wide range of subject areas. An important part of our resource collection is the growing number of research papers on women by Barnard students, many of whom have used our collection for their own research. In order to ensure the broadest use of our collection among students and faculty, a duplicate card catalogue is maintained in the Barnard library. The material is in almost constant use by members of the Barnard-Columbia community as well as by researchers, journalists, and feminists.

We prepare general reading lists on feminism in answer to popular demand; an annual interdisciplinary bibliography, *Women's Work and Women's Studies,* which includes students among its editors; and most recently we revised and expanded *HELP: A Resource Booklet for Women,* containing information on a wide range of national and local organizations that provide services for women. All of these activities have fed into and reinforced each other and have resulted in a remarkably comprehensive up-to-date collection of research on women's issues and files of services for women.

In a number of ways, the Center concentrates on developing projects which complement or coincide with Barnard's distinctive strengths in women's studies. In May 1974 we are holding a one-day academic conference called *The Scholar and the Feminist* which will examine some of the basic assumptions of feminist scholarship. Last year we held a major regional conference, *Women Learn from Women,* in cooperation with women's groups (most of whom were involved in women's studies courses or programs) from seven colleges in the metropolitan area. The conference explored some of the central issues of the women's movement through a format of provocative workshops. Over nine

hundred women of different ages, backgrounds, and points of view attended, including a large number of Barnard students, many of whom worked on the conference and served as guides and workshop coordinators. In addition, the Center has sparked the organization of the Feminist Scholars, a group of women with or without formal academic affiliation who find it productive to meet together at Barnard from time to time to exchange ideas about the women's movement and the relationship between social movements and scholarship.

We recognize our responsibility to those women who too often tend to think of themselves primarily as wives and mothers and who when they return to school require a supportive atmosphere. Thus, in the spring of 1973 we initiated a noncredit course for adult women, *Explorations in Feminism*. This semester we have added a writing workshop called *Our Voices, Ourselves* and an eight-week series of career workshops designed to help women learn to develop appropriate career goals and to gain useful insights for combatting fears of failure, success, and assertiveness that many women unfortunately share.

We sponsor and co-sponsor meetings, coffee hours, forums, and speakers on a variety of topics and issues. These have included weekly poetry readings, a theatre festival, a self-defense demonstration, and such feminist speakers as Laura X of the Women's History Library in Berkeley, Juliet Mitchell, and Caroline Birl, We cooperated with the Political Science Department in a panel discussion on *Feminism and Politics: Will it Work?* with Judith Hole, Jo Freeman, and Letty Pogrebin.

Throughout this year we have worked closely with the Office of Placement and Career Planning and the Preprofessional Adviser, Esther Rowland, on a regular series of self-help workshops on post graduate plans called *After Barnard, What?* For the most part, these have been informal weekly meetings at the Center where students are encouraged to come with their questions. Where interest is strong in a particular field and we have been able to find outstanding alumnae, special programs have been arranged as in the case of *The Writing Option* where five Barnard Authors, Nona Balakian, Vicki Cobb, Ellen Frankfort, Erica Jong, and Norma Klein talked together and with students and others about how they got started in their writing careers and what problems they faced as women in their profession.

Students become alumnae quickly and alumnae come into the Center frequently to tell us they wish there had been a Women's Center when they were at Barnard or that they wish they had known we were here. Perhaps it is true that for students we can provide a sense of continuity between their present strivings and future fulfillments. Or as the three student members of our Executive Committee (Ann Caplan-Weltman, Allegra Haynes, and Liz Neiditz) said in a flyer they wrote about the Center: "The Women's Center serves to bring together the literature, the information, and the spirit of the women's movement which affects each of our lives as women and human beings."

Jane S. Gould
Director

BE IT EVER SO HUMBLE...

Residence Hall Life

When an entering freshman is accepted to Barnard as a "resident" student she comes to New York (if only from New Jersey or Westchester County) with an added degree of apprehension. Anxieties about living away from home, potentially incompatible roommates and indigestable meals preoccupied most of us as much, if not more, than our fears of academic inadequacy or lack of the proper degree of sophistication befitting a cosmopolitan New Yorker.

With bags unpacked and classes begun we found our anxieties, to greater or lesser degrees, born out by experience. Accommodating ourselves to daily dissilusionment, we discovered that we could live, often happily, with someone who squeezed the toothpaste from the wrong end of the tube and never replaced the cap, someone who would secretly invade our wardrobe before she'd do her laundry, who slept until noon, partied until dawn and still wound up with a better cum in May than we did.

Those of us who resided in the Reid's antiseptic halls were reinforced by the traumas of our classmates and soon found a soul sister, if not in our roommate, then in any one of the many personali-

ties who made up the primary freshmen social unit . . . the floor. The studious yet attractively zany girl down the hall, the only one to read all the books on all of her reading lists, twice; the social butterfly who, in her most characteristic pose, clutched a hairbrush in one hand and a telephone receiver in the other; the aesthete with whom one could read poetry aloud without embarrassment; the girl who was a step ahead of the housing administration and took up residency in Livingston a year before Columbia and Barnard officially began its experiment in co-ed living.

Contrary to the prevailing Columbia mythology that depicts Barnard women as consistently serious, intellectual types, freshmen antics are not the exclusive realm of Carman Hall residents. Even accepting the dubious assumption that upperclassmen have a modifying influence on their younger classmates, the freshmen contingent on a certain floor in Brooks never missed an opportunity, when overwork or the pressure of exams overpowered them, to let loose. In response to a curtain of tea bags hung outside a door, the perpetrator could expect her door to be gift wrapped in Christmas paper or rendered useless by an unscrewed doorknob.

In the years to follow, Reid floors and freshmen enclaves scattered, some to Plimpton and 116th Street, more to Hewitt, and those first thirty adventurous souls who brought a civilizing influence to the Columbia dorms. Blue doors in BHR gave way to pastel portals and the moral authority, house mother figure of Mrs. Morosoff was replaced by a vital, more actively involved Residence Director in the person of Phylis Zadra. Either the tone of the building became friendlier or, as upperclassmen, we simply had more friends. Despite sign in procedures, early morning fire drills and institutional food at its worst, BHR took on the appearance of home as one-room interior decorating challenged the Barnardians imagination each September.

Dormitory living on either side of Broadway requires a high degree of adaptability and community spirit, if not commitment, that surpasses a desire for privacy and seclusion. Perhaps that became even more evident when Columbia men and Barnard women became next door neighbors. At Barnard, the absence of lounges turned the corridor itself into a public meeting place. Cafeteria conversations were enlivened by hotly debated arguments with Columbia exponents of merger. Romances blossomed but, despite media publicity to the contrary, few instances of abiding love emerged solely from the proximity of the opposite sex.

The same arrangement that brought a lack of respect for the "daily register" and hall frizbee games to Brooks-Hewitt-Reid, expanded the number of rooms available to women in the Columbia dorms. Less well maintained than the Barnard dorms, Harley, Livingston, and Furnald have, nonetheless, a peculiar aesthetic appeal. Carpeted corridors absorb the din of blaring stereos. Floor lounges serve a dual function. A dining room and living room for many, the lounge also serves as a catalyst for making acquaintances, solidifying friendships. A place to relax before the television for a quiet night of entertainment, the lounge is also "the function room" for that notorious dormitory social gathering, the floor party.

Louder and more obstreperous than single-sexed housing arrangements, co-ed floors at Columbia and Barnard have their sedate moments as well. Pot luck dinners that take an entire evening to prepare and digest and usually involve a considerable percentage of the floor, reinforce the feeling of community and friendship that attracts students to dormitory living. An hour set aside each week for the public reading of floor members' favorite prose selections entertained residents of 9 Hartley for an entire semester, discrediting the misconception of many that co-ed housing fosters a more social than intellectual spirit.

Although many of the graduating seniors opted out of dormitory living for the comfort and spaciousness of apartment-styled buildings owned by the college or for less expensive apartments in the Morningside Heights neighborhood, a considerable number have consistently chosen floor living since their matriculation at Barnard. One such woman, a three year veteran of BHR and now the resident of a co-ed floor in Livingston Hall explains, "Aside from the obvious convenience of living on campus, I decided to remain in the dorms as a sort of guarantee that during my four years here I would be totally involved in college life, inside and outside the classroom. I can't say I regret that decision. If anything, dorm life has made my stay here more rewarding in terms of the people I've met and the experiences we've shared."

STARTING OVER AGAIN

Annually, Barnard admits between one hundred and fifty and two hundred transfer students to the sophomore and junior classes. Coming to Barnard for a variety of reasons, these students share a certain insight into the college, the university and the city. Their comparative perspective, gained by their exposure to other academic environments, allows them to view the college more critically than those who have been at Barnard for four years.

Contrary to popular belief, most students do not transfer to Barnard solely because they are disenchanted with their former colleges. A graduating senior noted that she "came to Barnard for positive reasons, for the city as well as for the academic reputation of the school." That New York City serves as a major force in drawing students to Barnard is evident from other respondants. "It wasn't only the excitement of living in the city that attracted me to Barnard", contended a former Skidmore student, "there was also the great cultural advantages involved in studying in New York."

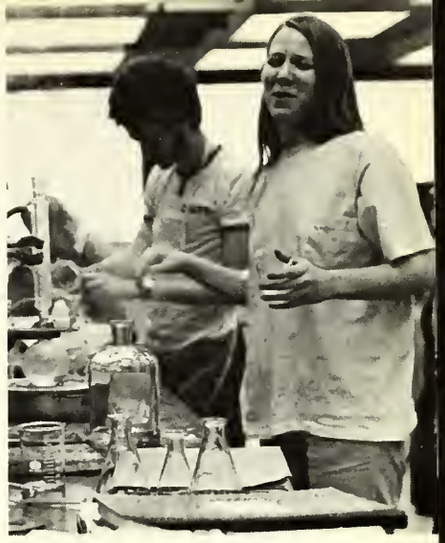
Academics also plays a major role in the high transfer rate to Barnard. Students who were dissatisfied with the classroom instruction at other institutions and who seek a more personal approach to their own education, have found the student/faculty relationship at Barnard, if not always completely satisfying, at least less strained. A transfer from Boston University remarked, "I came to Barnard from a college where classes were so overcrowded that there was no opportunity to get to know professors on a personal basis. At Barnard classes are substantially smaller and less formal and on the whole professors are more than willing to get to know kids outside the classroom."

The reputation of several departments lured many students to the college. One French major, a junior transfer from Wheaton, maintained that having heard good reports about the calibre of the department, she was prompted to apply. Additionally, many students transfer to Barnard in order to receive what they feel is a "substantial pre-medical undergraduate education." The women surveyed, all biology or chemistry majors, praised the rigorous requirements exacted by those departments. As one senior noted, "I have killed myself studying for the last two years. But with Barnard's reputation

my chances are greatly improved for getting in to a good medical school. After all, that's what I transferred here for."

There are, however, some whose disenchantment with their previous schools brought them to Morningside Heights. "I transferred from Smith," confided one junior, "because I couldn't be happy." For this young woman, Barnard offered an unsheltered and less inhibited way of life. "Everyone at Smith was either beautiful or pampered. There is a gutsy quality to people here that was unknown on that campus." The same student noted that the ethnic diversity of a university results in more stimulating class discussions than is usually present in a more homogeneous student body.

The women who entered Barnard after their freshman year have found it difficult but not impossible to integrate themselves into the social life of the campus. With standard remarks about the social tension between Columbia and Barnard one student noted, "It is nearly impossible to meet anyone here without resorting to mixers and floor parties and even then, you have to count on a lot of luck." Getting to know other women has apparently presented less problems. "The social climate in Brooks and Hewitt is very conducive to making friends. Sharing meals and rapping in the halls after midnight, we've been able to solidify friendships made during transfer orientation." Other respondants suggest that social success is not a complete impossibility for the transfer student. "Socially I think this place is much better than my first college. I have found people very receptive; made many good friends on both sides of the street and, on the whole, I don't think I could have made a better choice than Barnard."



FROM THE NOTEBOOK OF A PRE-MED, BARNARD'S UNSUNG HEROINE...

Maureen Killackey

PROSPECTIVE MAJOR:_____ PRE-LAW _____ PRE-MED _____

Without a second thought in April of 1970, I checked the "pre-med" box, unaware that my Supplemental Information card would join the pile of nearly ninety other prospective pre-meds, the other women also just accepted to Barnard's Class of 1974. Proud of my ambitious career goals and convinced that as a future woman doctor I would indeed be a rare creature at Barnard, I boldly asked the Housing Office for a single room, pleading the anticipated pressures and rigors of a pre-med curriculum, determined that my non-study habits of high school would soon change with my maturity as a serious college woman. Apparently I seemed neurotic enough to convince Ms. Lawton *et al.* of the necessity of a Hewitt single for this ardent humanitarian. So, replete with misconceptions about my own abilities, my classmates, and Barnard I commenced the Barnard-Columbia pre-med experience.

* * * * * *

The ramifications of "becoming pre-med" are many and every aspect of college life is affected by the choice of medicine. The motivations of the members of the Class of '74 are just as varied and each one's drives are reflected in a pre-med's outlook, response to pressure and interaction with other students, especially other pre-meds. The commuter whose activities and performances are closely scrutinized by parents all too well-aware of their investment of emotion and cold cash in their daughter, emerges from the subway daily, fortified by her parents' admonitions and intent with ten-pound textbooks crammed into her travel bag. The young prodigy,

child of physician parents, by her very presence in the BHR cafeteria at 8:00 A.M. and her manic discussion of the impending organic test intimidates even an English major. Every pre-med insecurity of an innocent freshman bystander, already having experienced the gamut of nausea and high blood pressure, with only ten days into the semester, is evoked by this Einstein's conversation. This freshman, naive and idealistic with her hopes to ameliorate the conditions of life, comes equipped only with the determination to show the people back home that she will succeed, believing that good intentions and assiduous study are enough to make it. At Barnard — forget it!!

* * * * * *

The saddest part of being pre-med is the encroachment of studies on one's social life and the personality distortions that the guilt feelings from wasting a free hour at the Lion's Den may bring. One never feels completely free to spend spare time and engage in the spontaneous activities of college that are often the highlights of the Barnard-Columbia Social season. A snowball fight on South Field must be eschewed if one has a calculus recitation at 8:00 the next morning. The fire drills in BHR with their social function enhanced by the accompaniment of the Columbia Band must be regarded as a nuisance if one's performance in organic lab is critically hampered by lack of sleep. And how often is the pre-med labelled as the floor Scrooge when a floor bull session must be silenced for the sake of tomorrow's Physics hour exam. At times, it seems that the pre-med just can't win.

* * * * * *

There is certainly little encouragement of any solace to be found for the disillusioned, confused or faltering pre-medical student in the office hours of a chemistry professor, biology lecturer, freshman advisor, and worst of all, with her other pre-med classmates. Competition of the most unhealthy and gruesome kind is built into the "curve" grading system and fostered by the oversized, de-personalizing lec-

ture halls. A pre-medical student must look for relief and that 17:1 student/teacher ratio that Barnard boasts about, in the small, more intimate offerings of Barnard's *English A* after experiencing the humiliating vortex of *Biology 1-2* in Lehman Amphitheater. But surely the most disheartening and stomach sinking experience of all was the baptism of fire in Jackie Kroschwitz' *Organic Chemistry*. A course which has the most potentially interesting and enjoyable information of all the pre-med courses, orgo was turned into a nightmare of lab reports, problem sets and ten pages of notes per class. The scramble for the front-row seats, the billows of cigarette smoke obscuring those little C's and O's pouring across the blackboard and the selfish hoarding of answers to problem sets and past examinations contributed to the most cut-throat rivalry. The scene is an ugly, but realistic one and the horror is further enhanced by the incongruity of this class of students' future claim on medical school applications that they "pursued medicine in order to help their fellow man."

* * * * * *

Alea jacta est . . . The die is cast. The class of '74 has now made it through 3½ years at Barnard and those stalwart pre-meds have begun the application process. With grade reports received, incompletes finished, MCAT scores reported and, with good fortune, the Barnard Pre-Medical Committee's lukewarm recommendation forwarded to her choice of schools, the pre-med woman's fate is sealed, to be decided by the gods of the Admissions Office. But have faith for Barnard women have always done well with their medical school acceptances and later performance in medical school.

But even the most successful pre-med student can not help but wonder at the end of her pre-medical trials and tribulations, and must ask herself, "Was It All *Really* Worth It?"

A VIEW FROM THE TOP

by Derval C. Walsh

"The roots of education are bitter, but the fruit is sweet."
Aristotle

In writing to friends about his "ecstasy and delight" at being a student at Cambridge University, the eminent and somewhat eccentric Victorian biographer, Lytton Strachey, noted that "everyone here is the pique of politeness and kindness." Although written during his undergraduate years, Strachey's evaluation of Cambridge gives the immediate impression of having been written by someone not yet exposed to the realities of college existence.

Although I persoanlly enjoyed my years at Barnard, I am quite certain that one of the few memories I will not have, is of the "kindness and politeness" exuded by individuals on the campus. Indeed, one of the 'virtues' I gained here was an ability to deal patiently with a various array of frequently uncongenial administrators, and the much needed longanimity to wait endlessly for committees, sub-committees, and caucuses to act on some seemingly simple petition. Yet, I am convinced that after a student solves all the administration-related difficulties pertaining to college life (this is not as easy as it may sound, the student must find the Assistant Dean, Associate Dean, Assistant to the Associate Dean, or Associate to the Assistant Dean etc. who can answer her questions) she can settle down to a normal college existence.

Once a comfortable distance has been placed between the Barnard graduate and her last examination, how will she evaluate her college years? Will she muse pensively about her learning experiences, seeing college as an ordeal of the past, or is there something more vital and enduring to be gained from the four years spent here? Surely, many of us will leave Barnard hoping that we have acquired at least a small morsel of that abstract quality Matthew Arnold called "culture." One of the advantages of a liberal arts education is that we are introduced to all "the best that has been said and thought in the world."

The college experience encompasses far more than just classroom learning. Four years of living and studying and communicating with other people must broaden the perspectives of any thinking indi-

vidual. But, by virtue of the very fact that we are individuals, each students experiences will be unique. Several seniors have expressed their views on what Barnard has meant, and what they hope to take with them in the future. The following evaluations were deemed the most representative:

DIANE:

Until I came to Barnard, I had never lived away from home before. My first year here was terrible. I felt lonely, and the freshman scene was a real mess. Freshman girls haven't really outgrown their high school years and they tend to cluster together and look for "the good times" they came to college to have. As sophomores, they become more integrated with the college community and more concerned with their work. For me, Barnard has been great since my freshman year. I have achieved an independence of thought and action that I could never have gotten anywhere else. The classroom education hasn't really meant that much to me. I'm sure that I've learned a lot, but when I leave here the things that filled a large part of my life — all those French tenses, plant cells — they will be forgotten in a few months. I'm going to work after I graduate. I hope that when I'm no longer on the college scene I will still be able to go on learning — *wanting* to learn. Otherwise, much of my time here will really have been wasted.

FRAN:

When I look back in years to come I hope that I will not have a soppy and falsely sentimental view of Barnard. It has been a lot of hard work for me here. My first year here I was a commuter, and when I compare the experiences I have had as a resident to those I had as a commuter, I am shocked. I hope that in the future Barnard will do something to try and integrate commuters into the college community. The social experiences I have had as a resident — and I don't mean that in a frivolous sort of way — are what I will have gained the most from. Another thing I will appreciate about having been here is something that was certainly not planned by anyone. This year, for example, the worker's strike has given me exposure to the kind of thing I would never have seen at home. You really had to take a stand during the strike. You really had to look beyond yourself and try and understand the problems of others. It's the kind of thing that we always talk about in a very theoretical way in Political Science classes, but never see first hand. So many small experiences like this one are the things I will look back to in later years and note as being important to my development as a person.

JANE:

I hope to remember Barnard not only as the college where I achieved various intellectual attainments, but also as the place where I learned to accept myself as a woman in the modern world. Before college, I felt that there were certain fields open to me, but essentially I was here I get that degree, I had no definitive plans. Now, however, from my exposure to other women, and to various women's organizations, I feel more self-assured, more determined to fulfill any kind of goals I have set up for myself.

That is the most important thing — to go away from here with an acquired confidence and knowledge of my abilities. My exposure to other women has done this for me. I will remember Barnard as the place where I found *myself*.

SHARON:

I think that my experiences at Barnard will be very beneficial to me in the future. I have learned a great deal in all my classes — I guess that being a pre-medical student has made my classes the most important thing for me here. Although I do not feel that I could have received as good an education elsewhere as I have at Barnard, I do think that the "pre-med grind" can be a bit gruelling. Despite the competition, though, there is a distinctive 'closeness' between the pre-med students and their advisors and professors. I really do think that of all the departments here at Barnard, Biology and Chemistry are the friendliest towards their students. The professors seem to make a concerted effort to know their students, and they really seem to care about their projects, and where the students are going from here. I don't know, maybe it is just the nature of those particular departments — the experiments, and the independent research work — but there really is a friendly atmosphere. However, the relationship between students is a completely different matter!! Everything you have ever heard about pre-medical students is absolutely true. But, even the heavy competition is bearable. Most students have friends in their own particular department, and these friends are always anxious to help you with your own problems. It is a good arrangement because at some point you will always be in a similar position. Somewhere along the way, you will always be in a similar position to help them with some aspect of Biology or Chemistry or Physics that they cannot fathom.

When I look back I will remember a lot of hard work, but I know it will all have been worth it. I've already been accepted at the medical school of my choice so of course, even now I am becoming somewhat nostalgic. I know I am going on to something much bigger — what I have been preparing myself for these four years at Barnard — what it has given to me, and the many friends I have made here will always be a part of me.

PATRICIA:

I transferred to Barnard after my freshman year so that I could feel that I was more a part of a college community. I felt that a small college would offer me this advantage. I transferred from a very large university, and frankly, I feel that I was more a part of that school than I was a part of the Barnard community. I must admit that I made many friends here, friends that I hope to keep even after I graduate. But, I didn't come to college, invest four good years and some twenty thousand dollars just so that I could make new friends. I came here because I felt that Barnard could give me a unique educational experience . . . one that I could not receive anywhere else.

I do feel that I have grown intellectually while I have been here. I guess that in the long run what I

will remember the most about this school is the handful of really good and stimulating classes I have had here. I have also made several good contacts — with professors — and these will stand me in good stead in the future.

Another thing that I will remember, and it is something that is not so complimentary, is the fact that for such a small school we as students, are not exposed very often to the people that run the college. I have been here for three years and I find it amazing, and somewhat embarrassing to admit that I have only seen President Peterson twice in all that time. Friends of mine who attend other women's colleges tell me that their Presidents are more visible to the students, that sometimes their Presidents even teach courses. I think the President's attitude, which seems to be quite apathetic, has influenced the entire campus. The professors here are not overly accessible, I have even had professors who have refused to have office hours. Obviously, despite its size, Barnard is not a very close community.

So, what will I remember? A lot of good times, some excellent classes, some not so good. But on the whole I have found Barnard devoid of any human feeling or interest. I will remember a small college with a very large gap between the students and the faculty, and the students and the President of the College.

* * * * *

It is apparent that for every student, the Barnard experience will mean something completely different. Each graduate will leave here better equipped to face the future, and well prepared both intellectually and socially to achieve those goals she may seek to attain. What we have all gained from our experiences here at Barnard should not be considered the end of our education, but just the beginning. All that we have been exposed to here should keep us always anxious to acquire knowledge, to make us "want to learn" as Diane noted. Perhaps Ralph Waldo Emerson summed it up best when he wrote, "The things taught in schools and colleges are not an education, but the means of education."

SISTERS...

Dedicated to my sisters and brothers in Africa now engaged in struggles for liberation; your struggles have made you an inspiration to Black children in the streets of harlem, detroit, accra, lagos; grow strong, grow beautiful, grow righteous, and never, but never be afriad to *be* the kings and queens you are; to my sisters at barnard who know that you can't be Black and Ivy, too; and to Inez Smith Reid, may you help other Black women as you have helped us.

The sixties were a decisive turning point for most young African-Americans. The period encompassed a decade of hopes, desires and dreams of a tired and oppressed Black nation. The Black women of the class of 1974 emerged from this decade, which included the Black Panther Party, Angela Davis, the assisinations of malcolm and martin and african liberation day demonstrations. It was a period of redefining our values and reassessing our roles as Black women. It was the time when objectivity became subjectivity, and subjectively we decided that Black people would have to be free. Many of the Black women in this class decided that the classroom in Harlem was as important as Milbank (but teachers just couldn't understand when you told them that you missed their class to attend a memorial for Adam Clayton Powell). Nevertheless, it took the love and strength of all the sisters to remain at Barnard in oftentimes unbearable situations.

The Barnard Organization of Soul Sisters, the resilient organization of Black women that always pulled us together in times of tragedy, struggle, and reading week; seven Brooks and Hewitt, the notorious Black floors, were all a part of the challenge of the past four years at barnard.

As Black women we have involuntarily faced a hostile european society almost entirely alone. Our love and sense of responsibility has borne a whole nation. Today in 1974, we "educated" Black women are faced with entering a white competitive business world, one which will challenge our cultural identity as well as our responsibility to Black people/children. Upon graduating from barnard, it is clear to us that we must only use our Blackness to obtain truth, dignity, and liberation. A world's attention is focused on our actions or inactions, and in large part the liberation of the African continent will depend on how much we love ourselves. With the skills we have learned at barnard and the wisdom we have obtained by just being Black women, our graduation from barnard is only the first of many larger steps to determine our own destiny.

Marsha Coleman (Ngozi)

LEST WE FORGET

Lest We Forget
by Julianne D. Perry

Our Fathers, the old men, have warned us in many voices.
We have heard our thun'drous freedom fighters,
Bearing the mark of the leopard on their chests.
They storm through our dreams.
And we saw the warm dark bodies hang from limbs,
And Bessie and Magalene came to carry them home.
We woke quickly, afraid to face the day,
The shadows echoing in our mind.

In the Motherland, our Fathers, the witchdoctors
Have sanctified the genius of our being.
In the Motherland, our Fathers, the witchdoctors
Made rain to bless the eternity of the masks.
And now the cavemen come to steal our gold
And jewel-thieves call our villages in foreign tongues.

In the Motherland, our Fathers, the Kabakas
Raised Mali from a pastureland.
In the Motherland, our Fathers, the Kabakas
Built pyramids at Giza to our greatness.
They say, Listen to things more often than beings,
The warnings of the dead not really dead.

Come, we will never fit this puzzle, the American Way.
They must always have their poor, their oppressed.
Come, we must share the faith to fight this humility —
We, the Sons of Mandingo, Daughters of Kush.

Here within the cities,
We are dozed to insanity with many passions.
And we forget that our Fathers have warned us
Of the blood that must flow —
If there will be peace, there must be death.
And Zimbabwe must be free of the jewel-thieves,
And South of the Limpopo must be free of the jewel-thieves,
And the jewel-thieves must be given no mercy.
Their cold slim bodies must sway in the night.

We have seen the pale gray bodies, swaying in the nights
Of our dreams, and the trees squeaking a final dirge.
The Fathers have warned us that the jewel-thieves must have no mercy.
Their cold slim bodies must sway in the night,
Their cold slim bodies must sway in the night.
And the trees must squeak a final dirge,
And the freedom fighters bearing the mark of the leopard
Will rest forever in the Motherland.

REFLECTIONS ON MORTARBOARD '73

"Maybe the satisfaction of the moment and the hope for the future, along with a sense of personal integrity is all we have a right to ask for."

Both the thought and tone of this opening inscription in last year's *Mortarboard* suggest a mood and disposition that has come to prevail at Barnard, especially since the demise of political protest movements. This mood is set even with the first word, "maybe." If anything is taken for granted anymore, it is that our lives are long on maybes and exceedingly short on certainties. Less than a century ago, William James welcomed our era of uncertainty with uncommon enthusiasm, commending the virtues of "indeterminism" in a "universe of chance." For him, life appeared as an exciting series of serendipities. Today, the air of uncertainty remains, but it is sometimes so suffocating that all element of surprise is lost. After a recent discussion of Watergate's revelations, I mused on what might come next. A student replied, not cynically but matter-of-factly, "Whatever it is, it can't be surprising. I am incapable of being surprised anymore."

Mortarboard '73 contained a long scholarly article by A.T. Mason on the right of dissent. Written shortly after Nixon's landslide, it noted how the President had interpreted his fresh "mandate" as encouragement to make war on permissiveness. Mason predicted that the struggle would involve Nixon turning "anger and resentment toward those who disagree with him" and there existed the real danger that the country would "succumb to the peace of a dictator's prison." A prophetic comment, evenmoreso if Nixon had not aborted his own moral crusade with extraordinary moral obtuseness. Yet, however astounding the Administration's blunders seemed when seen in the context of American history, they caused relatively little stir on this campus. Among political events, the Middle East war, for example, had here a more dramatic and demonstrable impact in 1973.

The nature of the student response to Watergate might have been predicted not from Mason's article, but from a report of interviews with a dozen Barnard seniors by Derval Walsh. In a section called "Politics on Campus" of this article, a perspective on politics is presented that stands in sharp contrast to Mason's. Whereas Mason had reacted to Nixon's re-election with strong concern over authoritarian rule, the seniors despaired over the total absence of political concern within the student body. Those interviewed agreed that the "feeling of 1968" had disappeared, and for some the protests of '70 and '72 had proved "fruitless", "empty rhetoric." One person believed that an "attitude of frivolity and complacency has taken over the campus . . . Two years ago we were activists, now we ignore issues and are tending to become a campus isolated from political issues. We accept things too peacefully — we've given up."

Watergate seems to have reinforced rather than reversed this view of campus politics. Recently two Barnard seniors, both political science majors, observed that the White House Horrors have effectively transformed any traces of political idealism at Barnard into a pervasive "mass cynicism." Yet, if it is true that cynicism has overtaken direct political activism here, it has not undermined intellectual motivation, social concern, or career commitments among the students that I have encountered. For example, both of the two seniors just mentioned are fired with a dynamic sense of social purpose and are intent on careers in law or teaching to bring about basic change. Consciousness of wider opportunities for women in the professions continues to increase, especially in the fields of law and medicine. But these are not the only areas of opportunity. Last year's *Mortarboard* featured a forceful article by Stephanie Bialick which challenged her classmates to explore the field of journalism. The article reflected Ms. Bialick's own cultivated flair for journalism, and citing an example of a successful Barnard alumna, argued persuasively that women must approach professional careers with a greater degree of determined independence. Whether active in the Women's Movement or not; alienated from the political scene or not; terrorized in interviews for medical school or depersonalized by law board exams, the prospect of entering one of the professions continues to turn students on here, whatever its anxieties and abundant uncertainties.

However, to return to our opening inscription, while "hope for the future" among students may often relate to professional careers, the main preoccupation I have found at Barnard lies rather in coming to terms with a "sense of personal integrity." The word "integrity" means, of course, not only honesty but unity, especially a unity of the persoanlity. Those seniors interviewed a year ago by Derval Walsh believed that their college experience here did at its best contribute to this process: "Here at Barnard, I gained a sense of my own identity and importance." The word "persoanl" recurs throughout their explanation of Barnard's significance, whether in terms of the personal quality of classes and student-faculty relationships, or the task of "getting it all together" in order "to maintain my sense of personal identity."

At times, students personalize their subjects, applying them to their search for integrity. In my political thought courses, for example, it is clear that the turning away from political activism has sometimes meant turning toward unresolved theoretical issues, such as the meaning of freedom and authority, the right relation of the individual to society, and the discovery of a better method of political and social change. When

students turn to theory in this manner, they are consciously trying to use it for their own development of an integral world view. An intensely introspective and personal search thus joins with a vigorous pursuit of abstract and universal theoretical concerns.

The quest for personal integrity is not uniquely for students, or any special group, but the object of human experience and the subject of an ongoing process of growth. In her contribution to *Mortarboard '73,* Annette Baxter captured the kind of student-faculty interaction that has enhanced her experience at Barnard. She described her relationships with students not in terms of dichotomous or exclusive spheres of interest, but rather in the context of an inclusive striving together for mutual integrity and respect.

The intricate intimacy of this sort of relationship is exceptionally difficult to convey, and this is perhaps why, in our attempts to capture and retain it, the many pages of *Mortarboard* photographs are so welcome. What else can lead us to recall so much so quickly: a class in which a particular question sparked a certain train of thought; a letter from a student after class with an unexpected observation; a colleague's response to a student's question from which one learned how to handle a complex issue; a student's comment in a colloquium and later a song — one song — that she sang — at the Furnald Folk Festival. Photos work in such ways sometimes.

At best they may lead us to personalize and concretize in an increasingly depersonalized and stereotyped existence. Or to grasp for a moment the essential truth of our everyday reality, that the high peaks of our being sometimes occur in the depths of interpersonal relationships. When we tend to do violence to that truth, we usually violate not only our relationship with others, but our own ongoing struggle for personal integrity. The size and quality of Barnard College place this kind of educational experience within reach of us all. But in this era of uncertainty, only the commitment of its members can make it work.

Professor Dennis Dalton

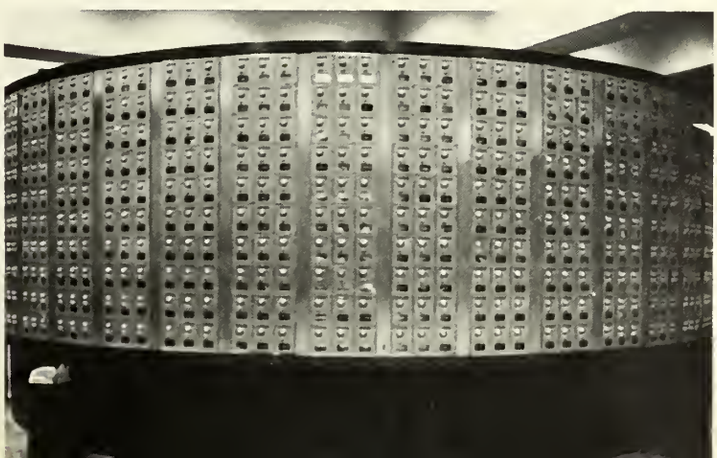
GETTING THERE IS HALF THE PROBLEM

The life of a commuting Barnard student has its advantages, but then so does suicide. You may well ask if Barnard College serves as a sufficient incentive to rise at 7:30 A.M. If, however, you do, it is quite evident that you are not a Barnard student. How strenuous that subway ride to Morningside Heights is, particularly when, coming from "the Island", the urge to discontinue the journey at 125th Street is overwhelming.

By the same token, commuting is beneficial. For instance . . . well, you don't have to eat Hewitt food, and you don't have to sign your mother in so she can use the bathroom. You also do not in any way, shape, from or fashion constantly have to contend with extraneous individuals, especially those beings known as "streakers". Best of all though, if asked by someone along the way where you attend shcool, the response "Columbia" flows readily.

Don't get me wrong. I'm as eager for my degree as any student at Barnard, and many commuters undoubtedly may hold a completely opposite opinion. But let me say to those of you (commuters or not) who have made it: I'm jealous! And I salute you, Class of '74.

LaBrena Jones



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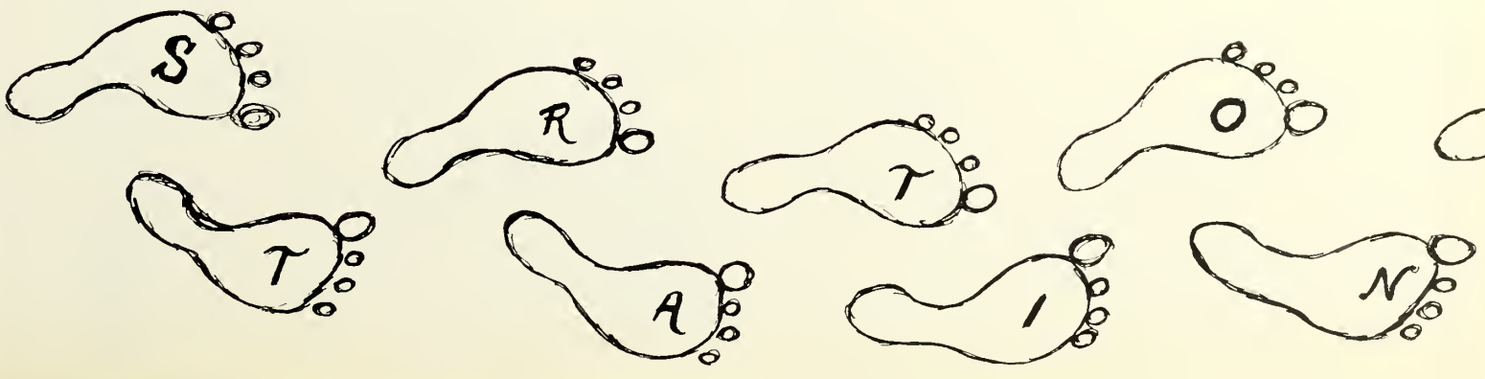
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Dean of the Faculty

Bruce Feld
Associate Dean of the Faculty

Virginia Shaw
Faculty Secretary

Barbara S. Schmitter
Dean of Studies

Esther Rowland
Preprofessional Advisor

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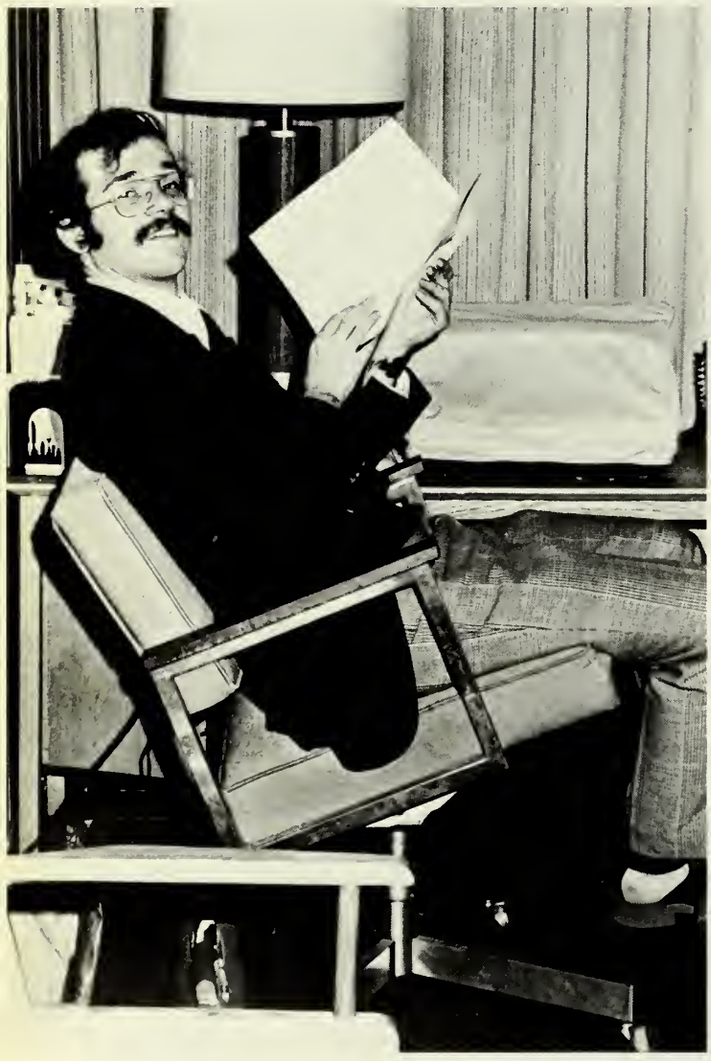
Director of Financial Aid

Suzanne Guard
Assistant Director of Financial Aid

Ruth Gordon and John Lavoie
Food Services

Claire C. Fay
Director of College Activities



Peter Simonds
Program Director

Helen Rinde
Administrative Assistant
College Activities

Robert Palmer
Head Librarian

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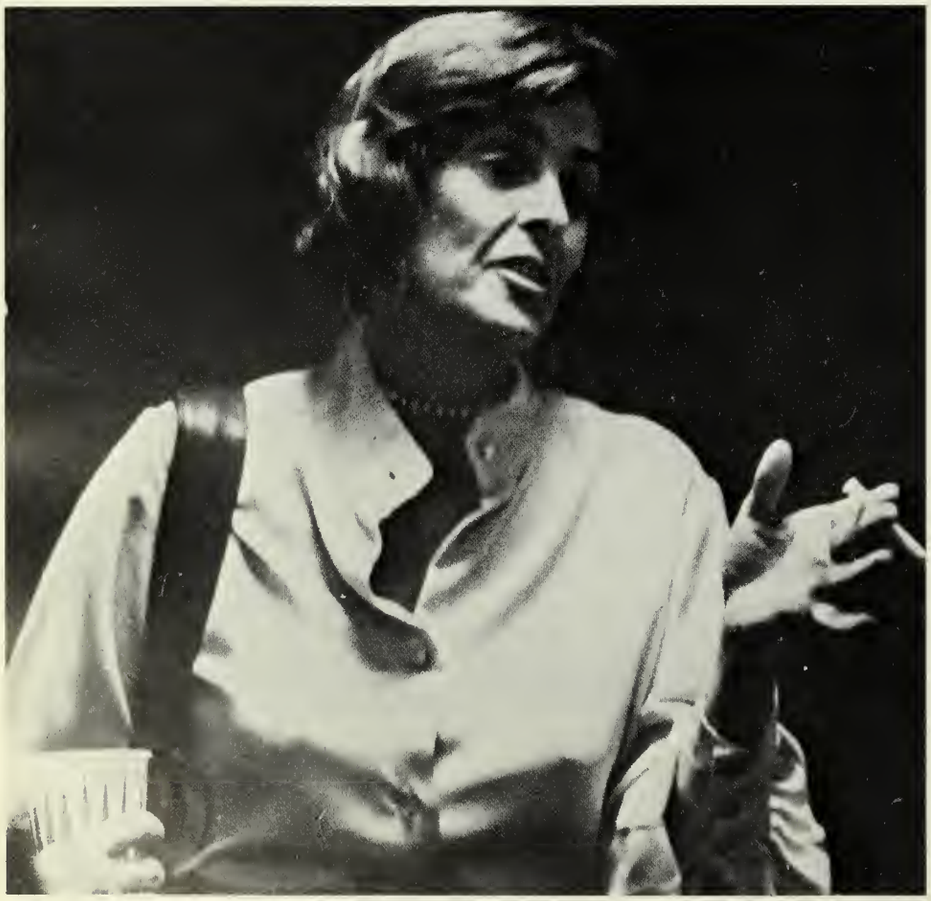
Librarian

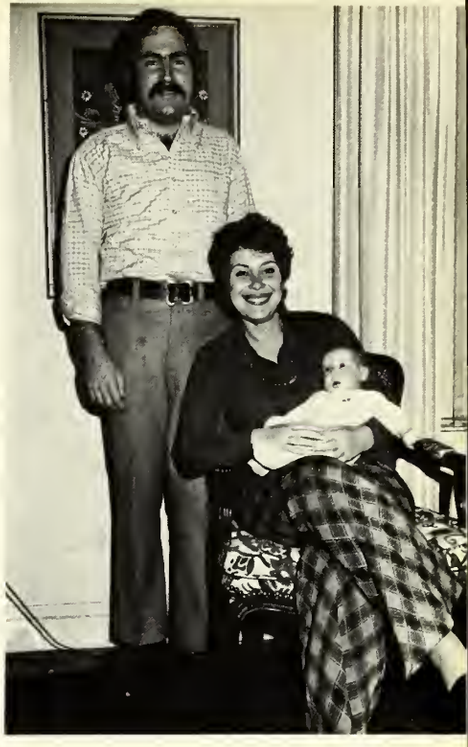
Elizabeth Corbett
Librarian

Harriet Mogul, M.D.
Director of Health Services



Ersi Breunig
Director of Language Labs

Blanche Lawton
Director of Residence

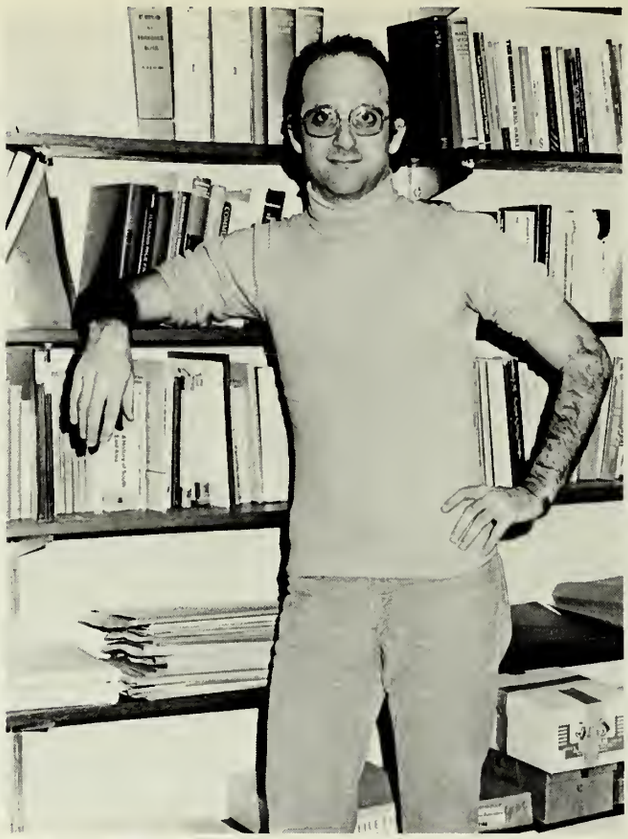


Bob, Phyllis, and Gabrielle Zadra
Directors of BHR

Lynne and Jim Weikart
Directors of "616"

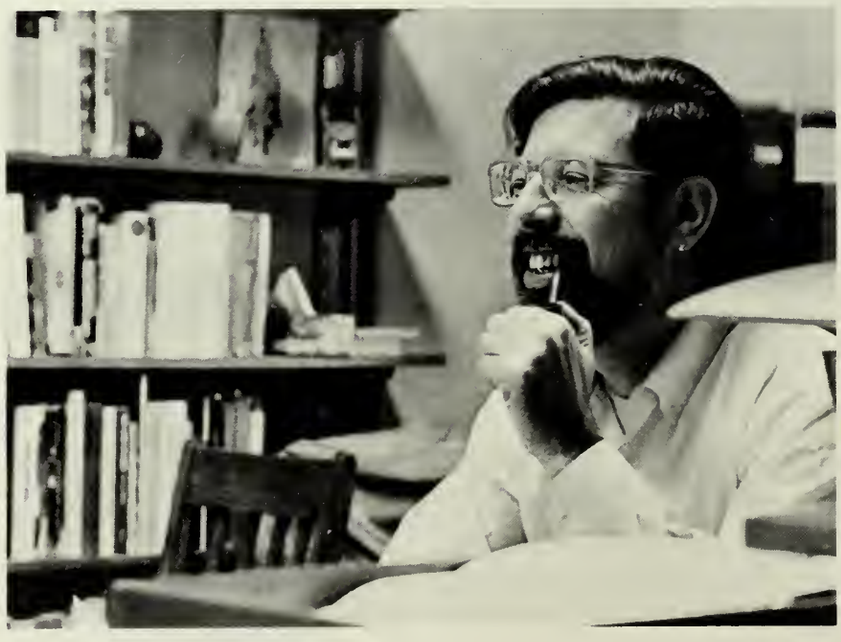
Ann Palony
Director of Plimpton

ANTHROPOLOGY



Clive Kessler

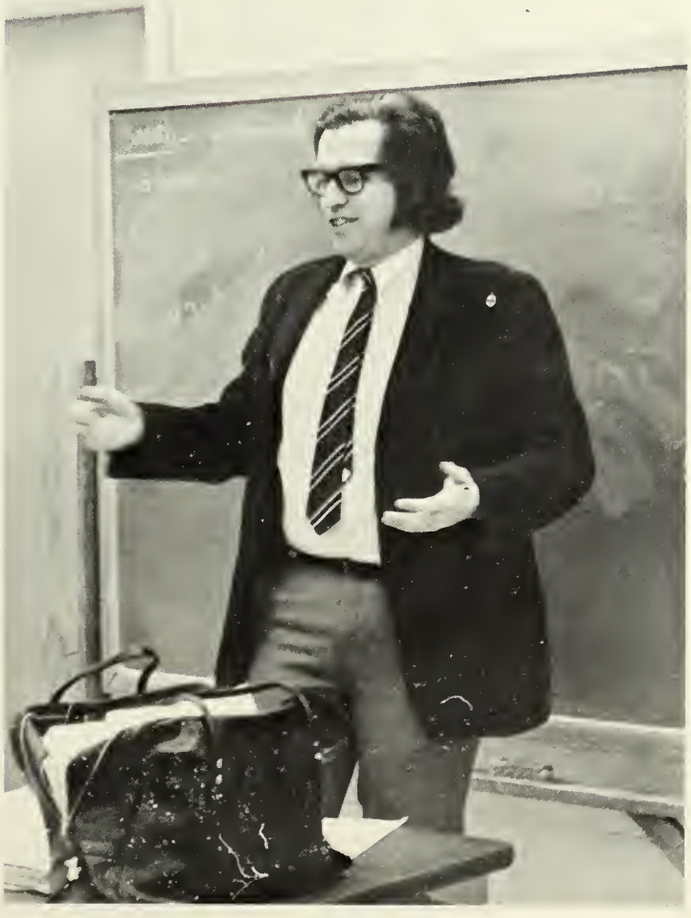
Morton Klass



Abraham Rosman
Chairman

Bette Denich

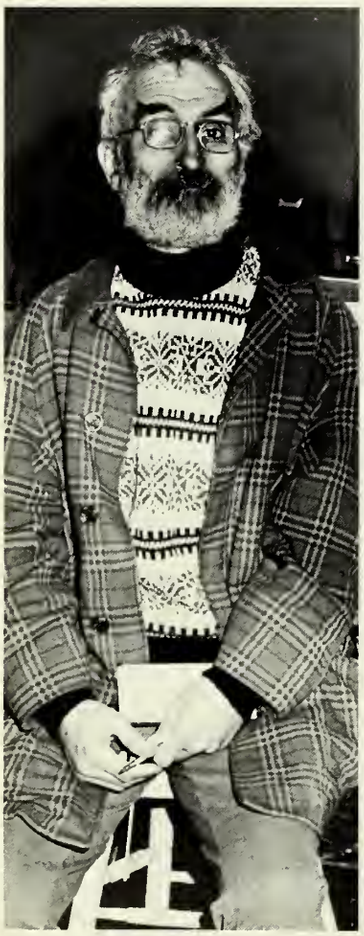
Shirley Gorenstein
Columbia



Alan Maxwell

ART HISTORY

Alfred Frazer
Columbia



Milton Resnick

Barbara Novak
Chairman

Jane Rosenthal

Joseph Masheck

Dorothea Nyberg

BIOLOGY

Patricia Dudley

William Corpe

Donald Ritchie, Chairman

David Ehrenfeld

Frederick Warburton

Dr. Edward J. King
In Memoriam

CHEMISTRY

Stephen Lippard
Columbia

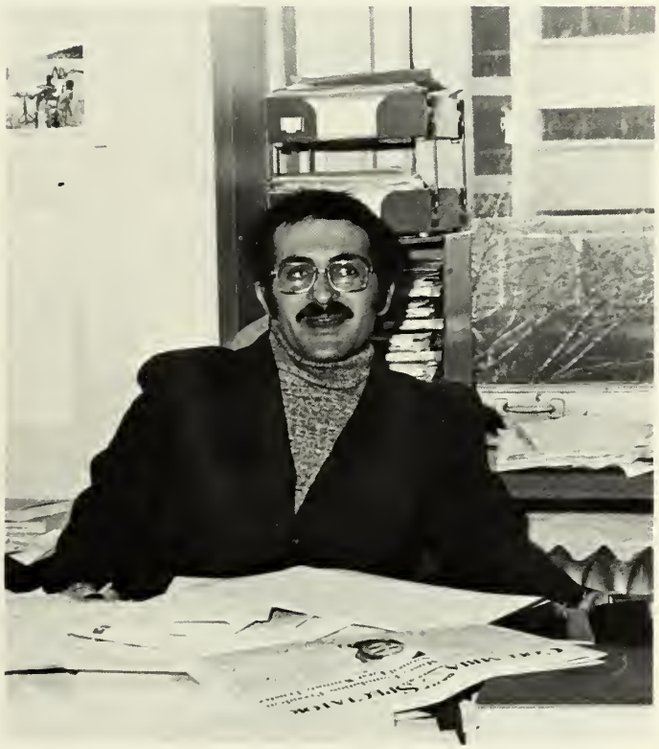
Bernice Segal
Chairman

Jacqueline Kroschwitz

Ronald Breslow
Columbia

Alexander Mazziotti

Nicholas Turro
Columbia



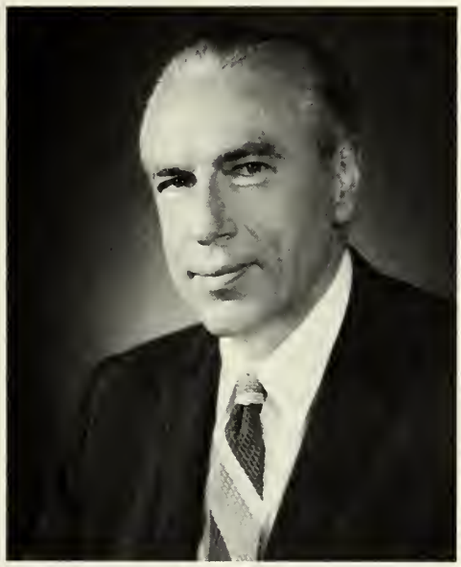
Charles Cantor
Columbia

Thomas Katz
Columbia

Richard Bersohn
Columbia

George Flynn
Columbia

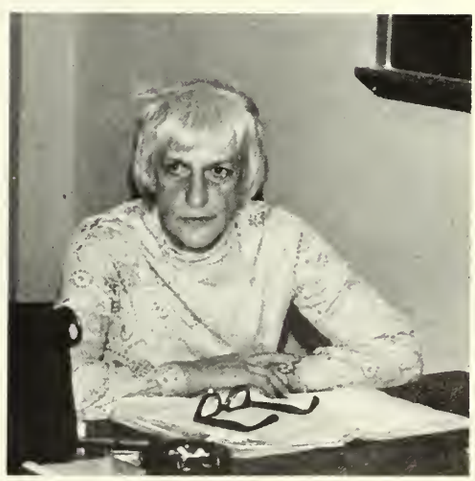
Gilbert Stork
Columbia



C. Lowell Harriss
Columbia

Cynthia Lloyd

ECONOMICS



Jean Gooch

Marion Gillim
Chairman

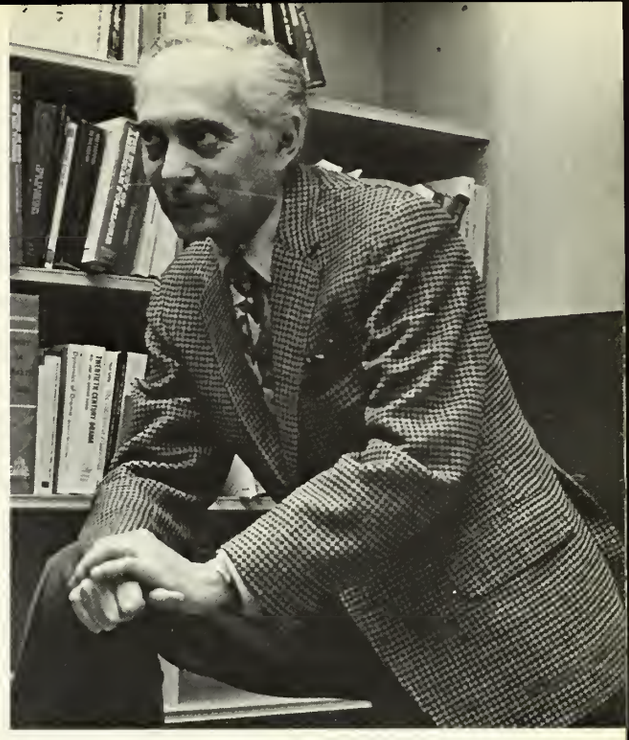
EDUCATION

Katherine Wilcox

Patricia Graham
Chairman

Susan Sacks

Eleanor Rosenberg

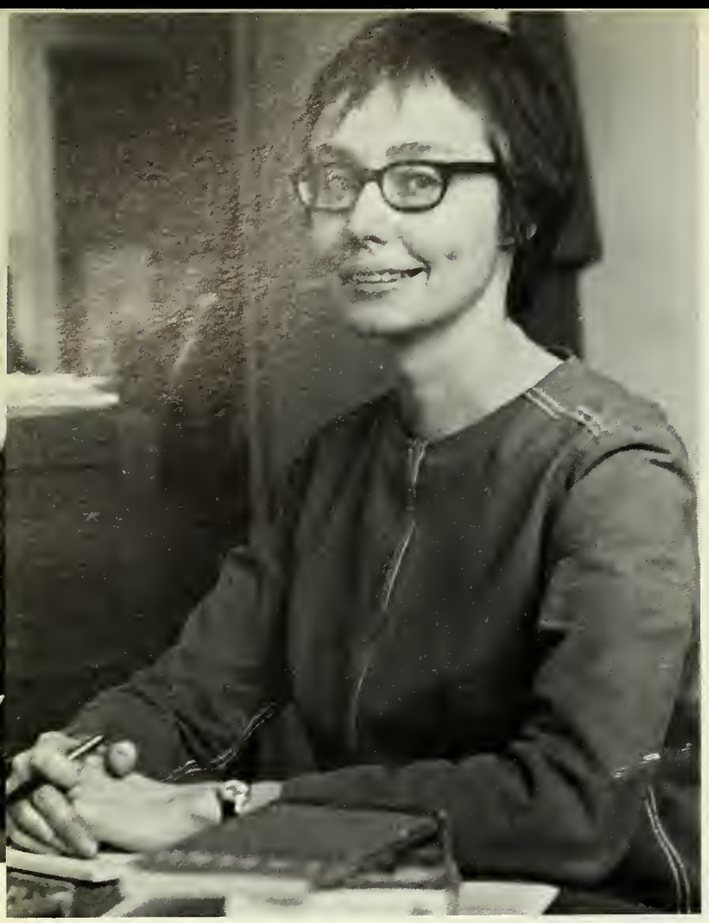


Howard Teichmann

ENGLISH

Anne Prescott

Naomi Lipman

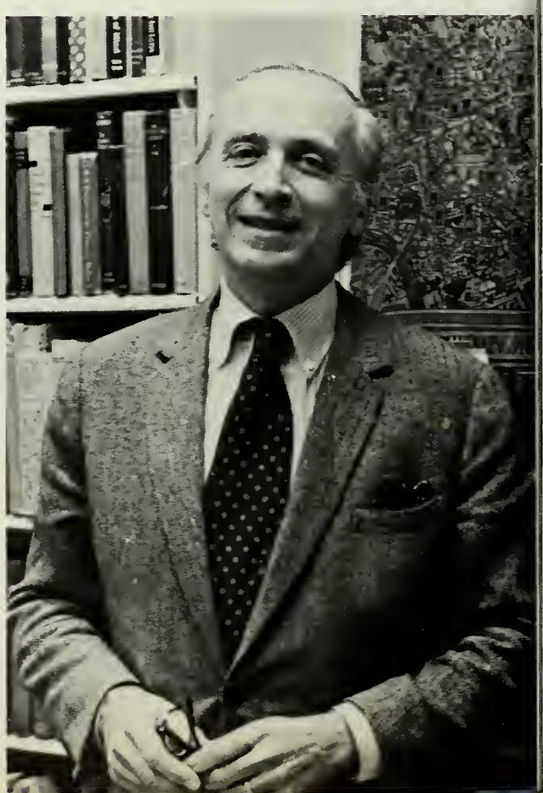


Joann Morse

Ruth Kivette

Elizabeth Dalton

David Robertson



Richard Norman, Chairman

Catharine Stimpson

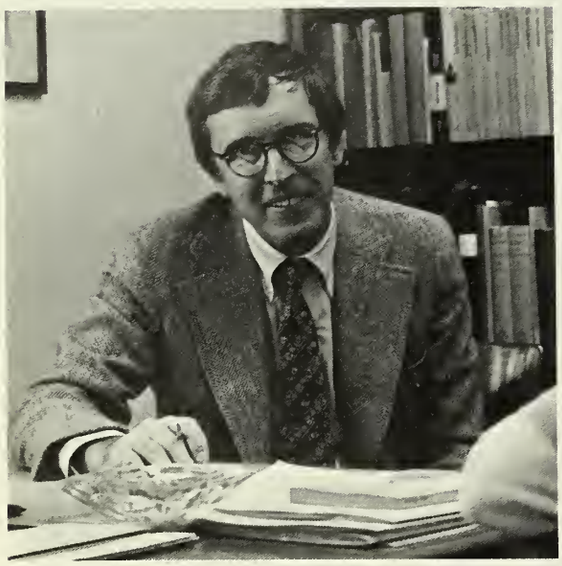
Christine Royer

Barry Ulanov

Ruth Mathewson

Quandra Stadler

Janice Thaddeus

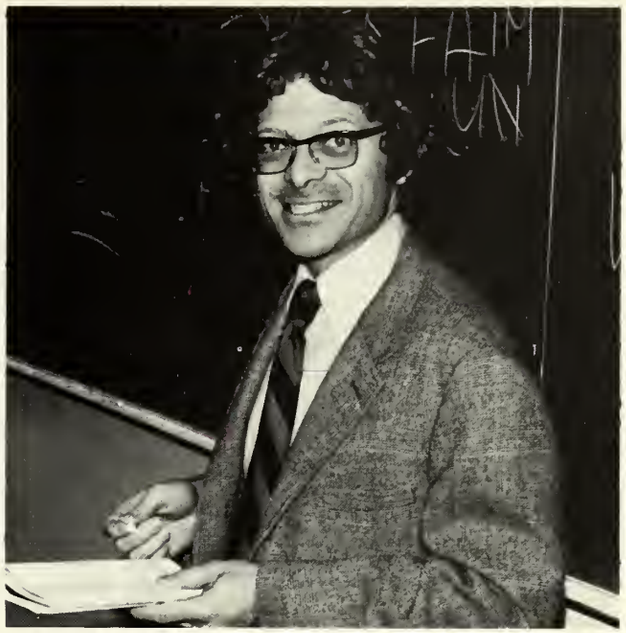


Remington Patterson

Marjorie Dobkin

Elizabeth Hardwick

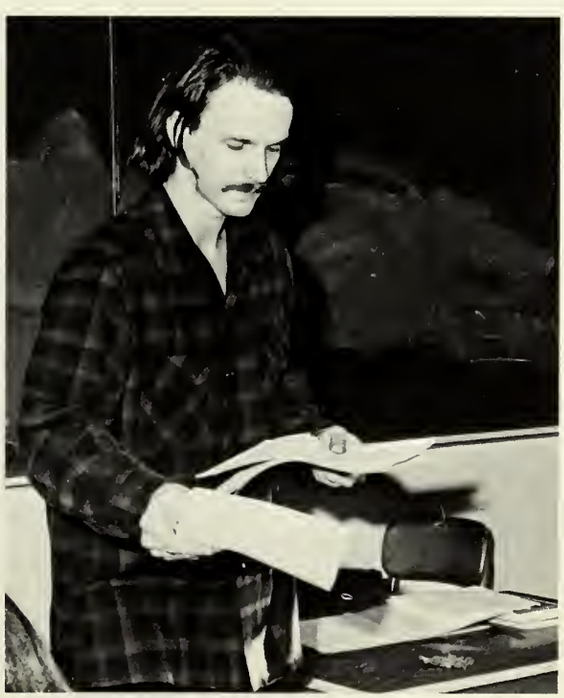
FRENCH



Serge Gavronsky

Tatiana Greene

Renee Geen



Charles Potter

Domna Stanton

Patricia Terry

Hermine Riffaterre

Maurice Shroder, Chairman

Jane Grace

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Toby Berger

Garrett Smith, Jr.

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Jody Bourgeois and John Sanders

John E. Sanders, Chairman

Elizabeth McLaughlin

Gertrud Sakrawa

GERMAN

Brigitte Bradley, Chairman

Frederick Peters

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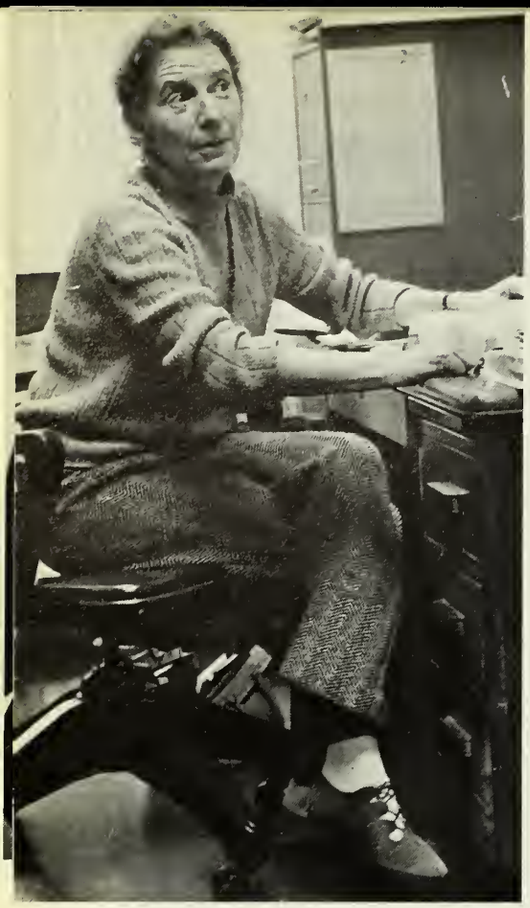
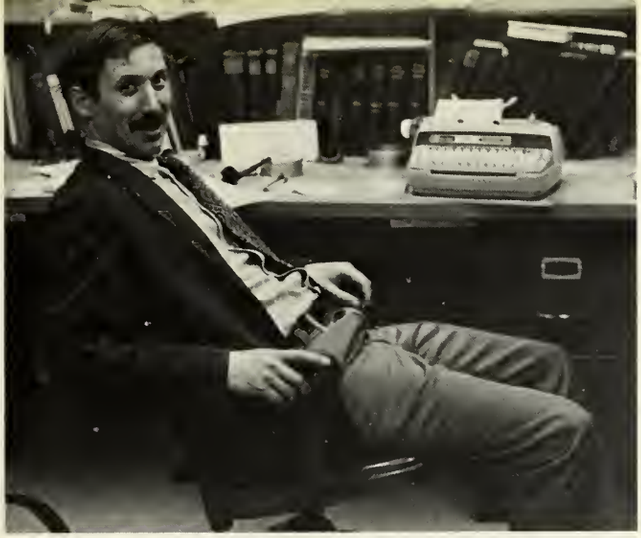


Helen Bacon, Chairman

Elizabeth Leighton

Ann Sheffield

Vassilios Christides



Daniel Field

Darline Levy

Stephen Koss

HISTORY

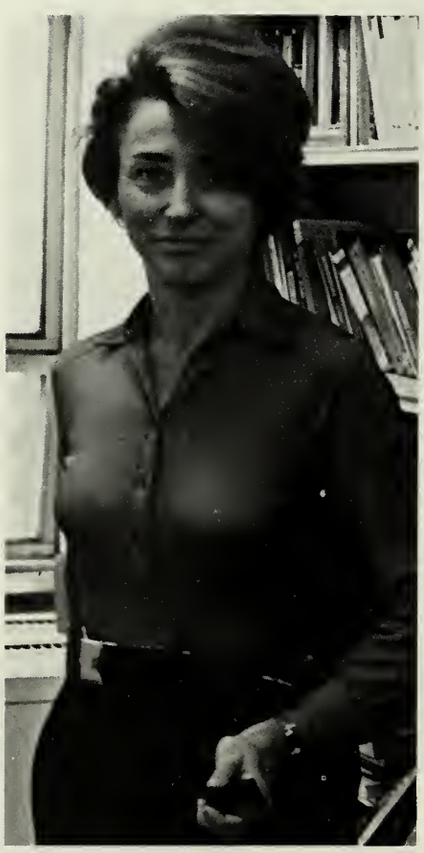
John Chambers

Ann Fagan

Annette Baxter

Chilton Williamson, Chairman

Robert McCaughey



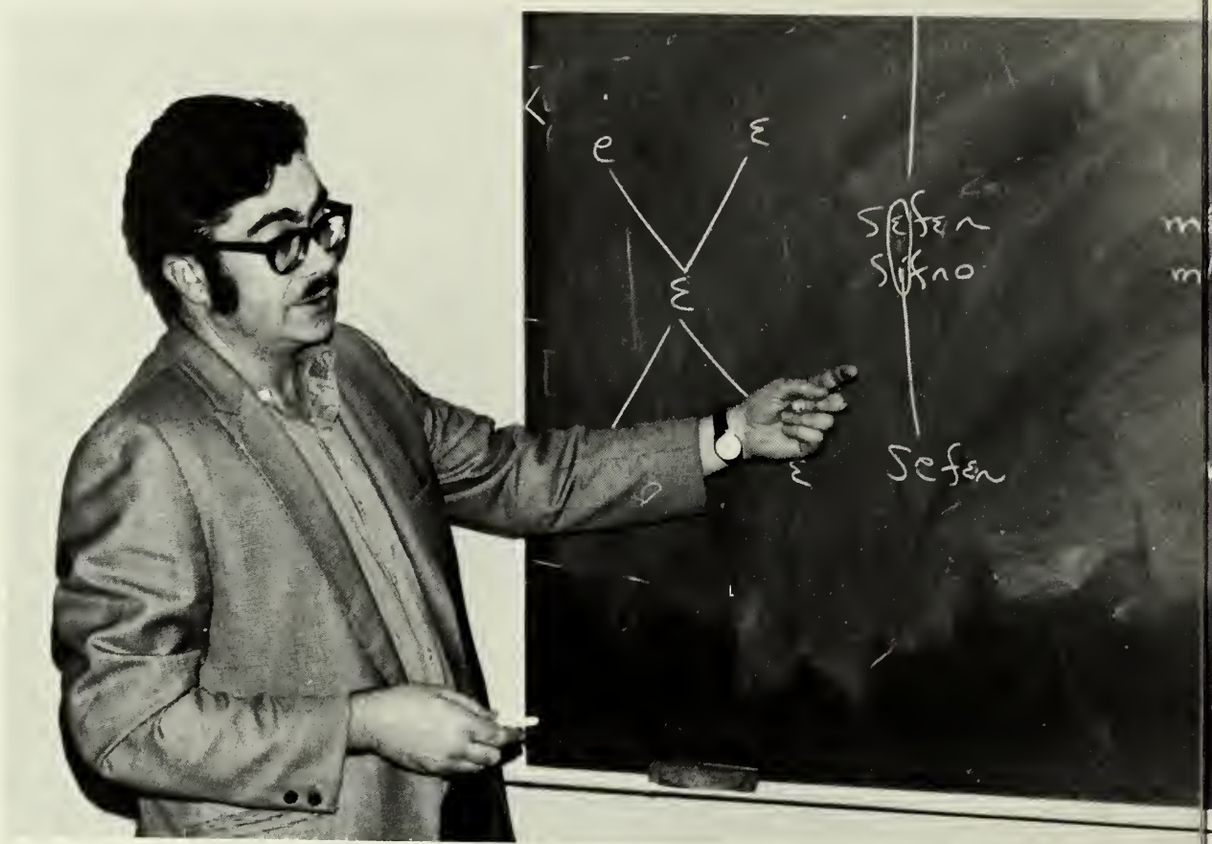
Suzanne Wemple

Basil Rauch

ITALIAN

Maristella Lorch, Chairman

Maria DiPaolo



Joseph Malone, Chairman

LINGUISTICS

Lars-Alvar Jacobson

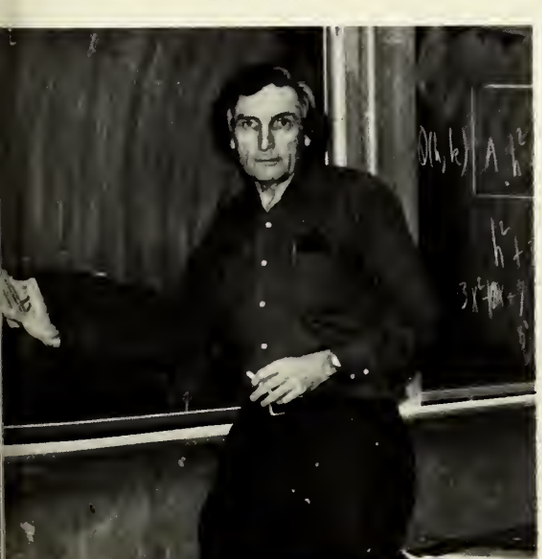
MATHEMATICS

David Gieseker

Edgar Lorch
Columbia

John Wood
Columbia

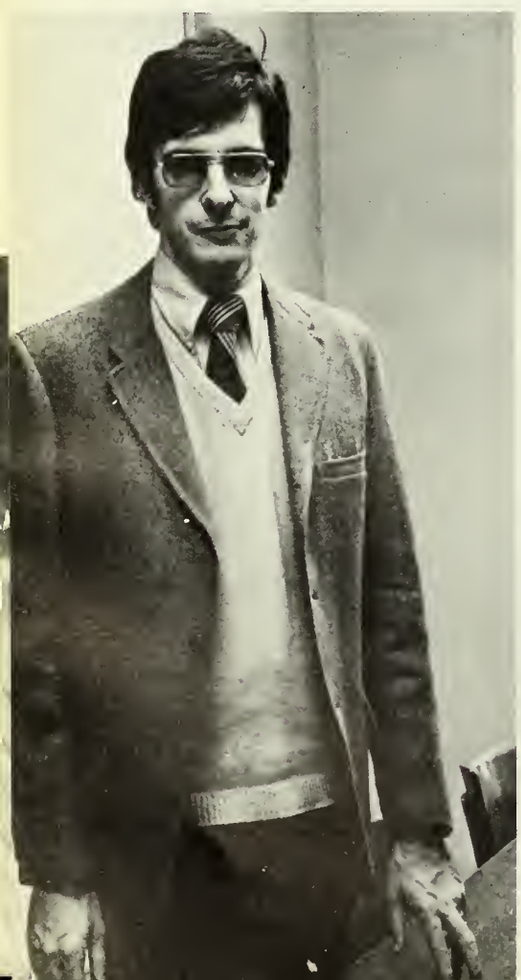
Ellis Kolchin
Columbia



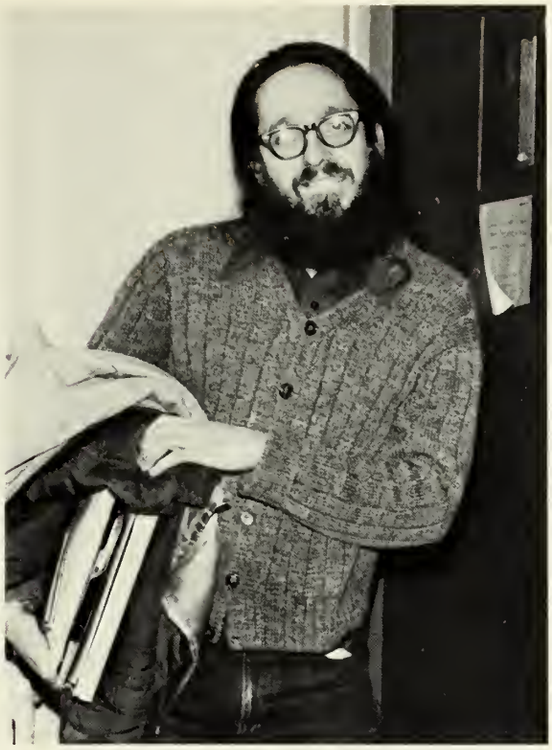
Joan Birman
Chairman

Bona Kostka

MEDIEVAL AND RENAISSANCE STUDIES



Thomas White



Peter Schubert

Piero Weiss

Hubert Doris

MUSIC

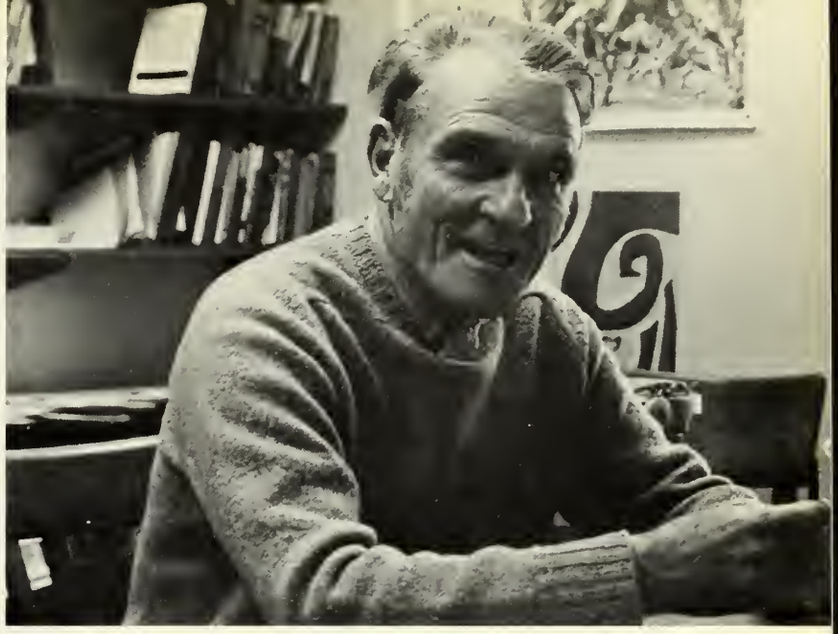
John Meskill

ORIENTAL STUDIES

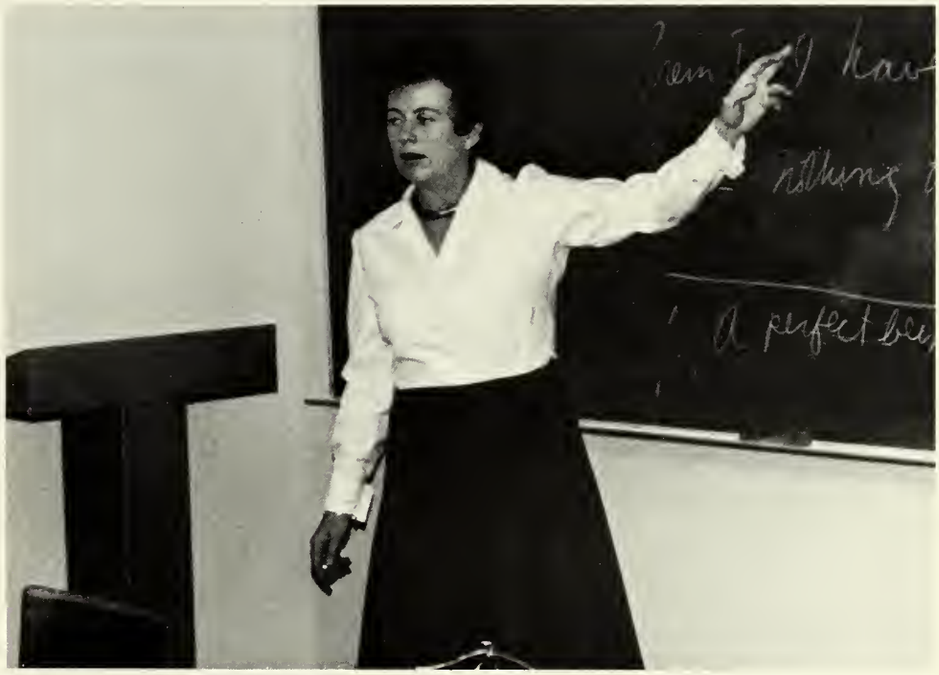
Barbara Miller, Chairman

PHILOSOPHY

Onora Nell



Joseph Brennan



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John Lad

Leigh Caunran

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Richard Friedberg, Chairman

Sigalia Dostrovsky

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Marion Phillips

David Henry

Jeanette Roosevelt

Alice Braunworth

Sandra Genter

Edith Mason
Chairman

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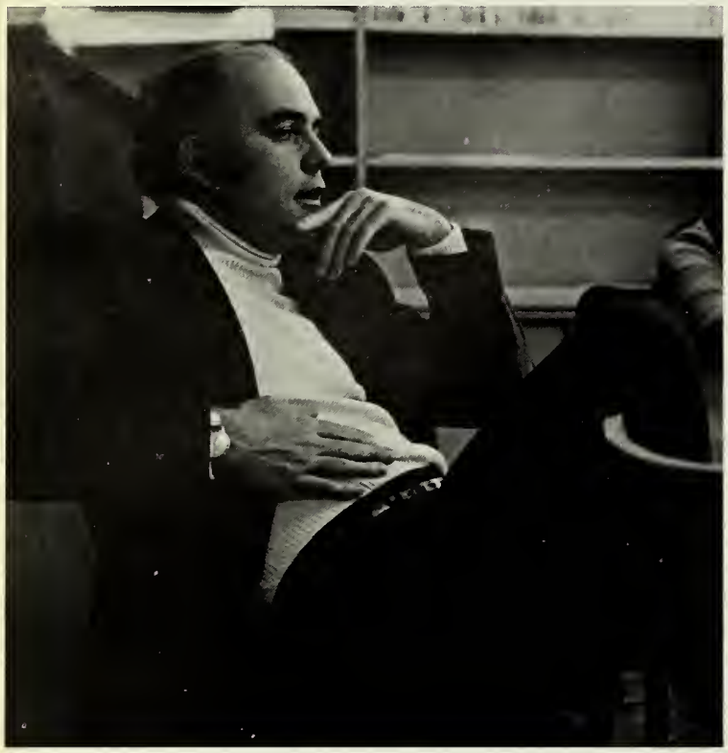
Astrid Merget

Peter Juviler

Annette Fox

Demetrios Caraley, Chairman



Dennis Dalton

Janet Hannigan

Inez Smith Reid

Richard Pious

Richard Youtz, Chairman

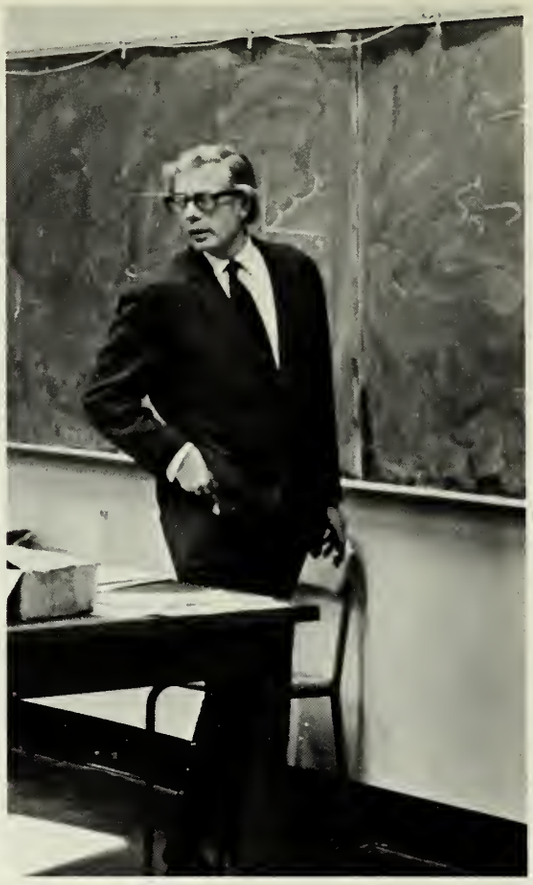
Sandra Stingle

PSYCHOLOGY

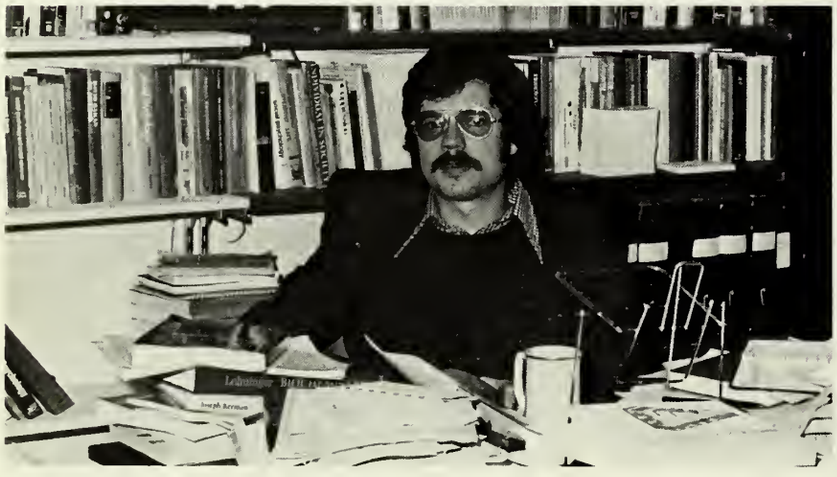
George Kelling

Thomas Perera

Frances Schachter



Edward Cobb



Philip Shaver
Columbia

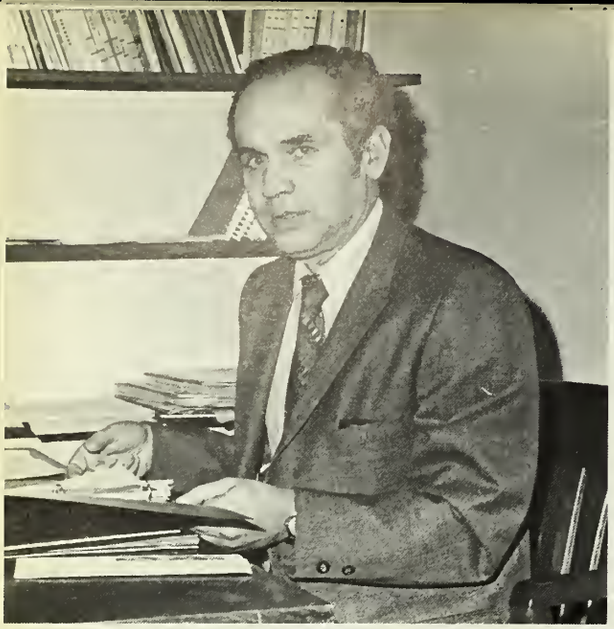
Ralph F. Hefferline
Columbia

RELIGION

Elaine Pagels, Chairman

Theodore Gaster

John Snook



Anatol Sapronow

Zoya Trifunovich

RUSSIAN

Marina Ledkovsky, Chairman

Marianna Sapronow

Julia Makarushka

Amitai Etzioni
Columbia

SOCIOLOGY

Ethna Lehman

Bernard Barber
Chairman

Gladys Meyer

SPANISH

Margarita Ucelay

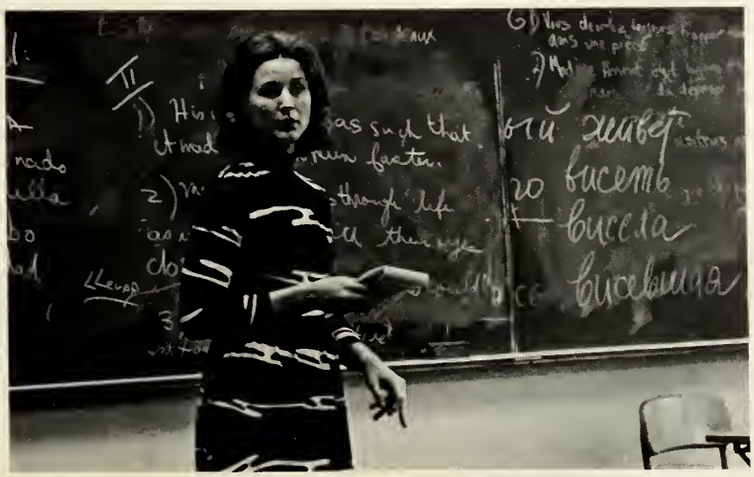
Maria de Orti

Luz Castanos

Mirella de Servodidio, Chairman

Vilma Bornemann

Marcia Welles

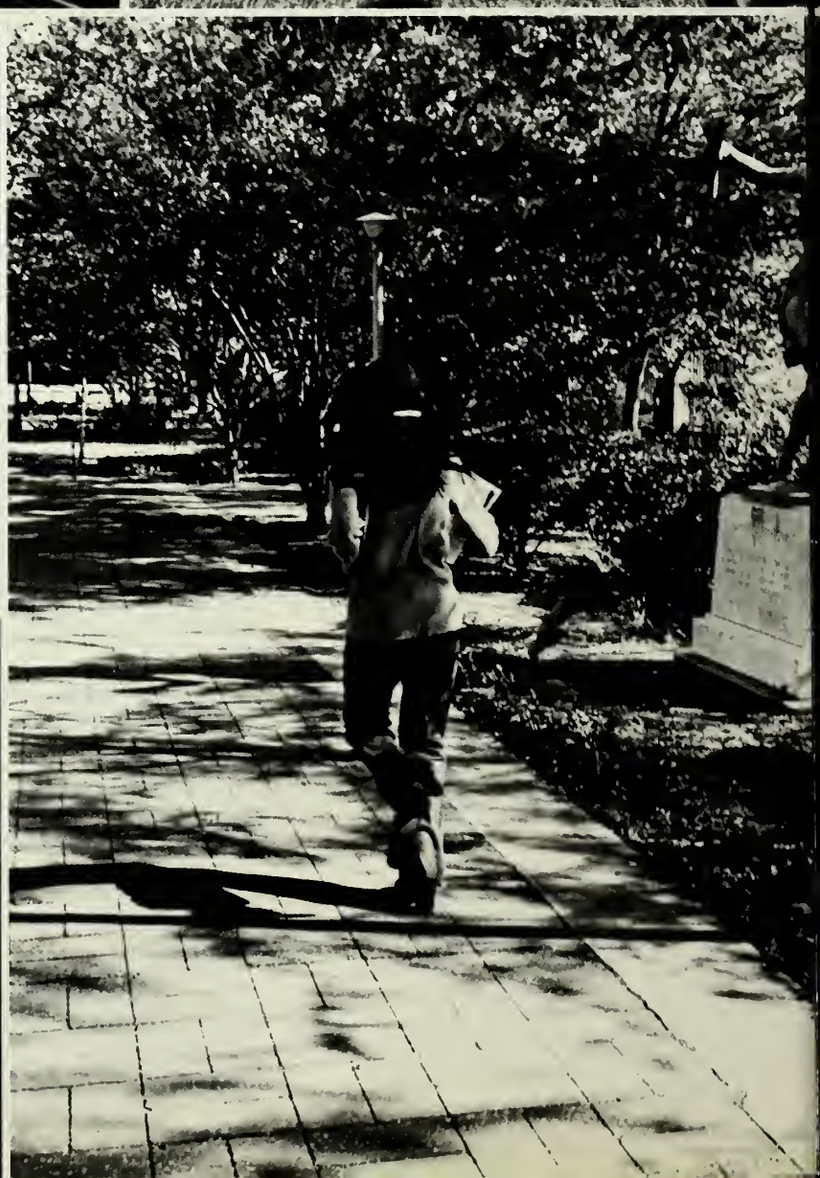


Kenneth Janes

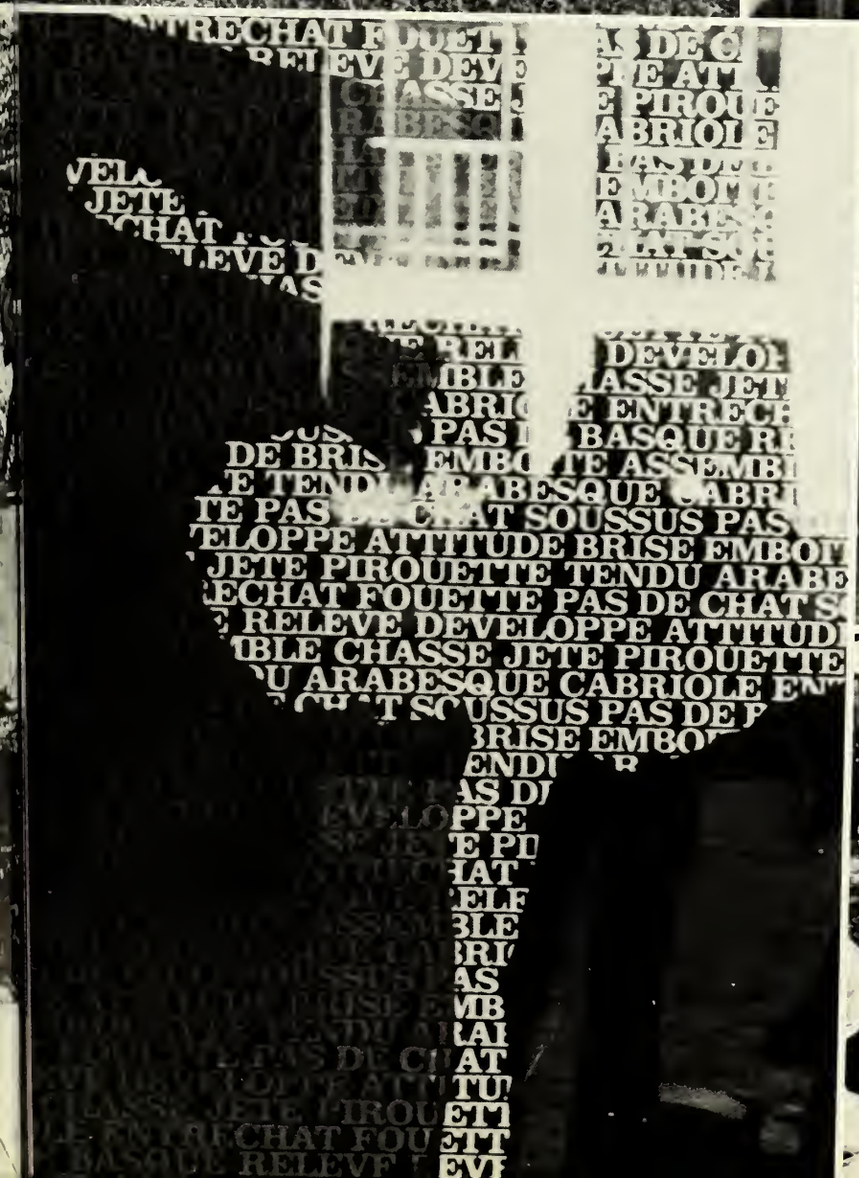
THEATRE ARTS

LEFT TO RIGHT: Helen Hayes, Janet Soares, Dennis Parichy, Luz Castanos, Kenneth Janes, Kathy Armstrong.

Learning is expansion of the mind —
a form of growing.
It involves more than the academia.
We learn considerably through involvement
with people.
It is this aspect of my years at Barnard
which enables me to leave with this feeling . . .
I have grown.



AND
NEW YEARS
Games at McIntosh
YOGA Meditation
RUBBER BRIDGE
CO-ED RUBBER BRIDGE
WED & FRI EVENINGS FROM 7-MIDNIGHT
Come play with us
CO-ED VOLLEYBALL
THURS. 5-7PM
BARNARD GYM
the new Ski Show for 1970
Nov. 19-22


ENTRECHAT
JETE
DEVELOPPE ATTITUDE BRISE EMBOITE
JETE PIROUETTE TENDU ARABESQUE CABRIOLE
ECHAT FOUETTE PAS DE CHAT SOUSSUS PAS
RELEVE DEVELOPPE ATTITUDE
BLE CHASSE JETE PIROUETTE
U ARABESQUE CABRIOLE
BRISE EMBOITE

THE CLASS OF 1974

Ann Marie Abenavoli 18
446 Westchester Avenue
Port Chester, N.Y. 10573

Berdine Isa Abler 25
4525 Henry Hudson Parkway
Bronx, N.Y. 10471

Heidi Ann Abrams 126
1236 Virginia Avenue
Bronx, N.Y. 10473

Jane Ellen Adamo
622 Avenue H
Brooklyn, N.Y. 11230

Jeannette M. Adams
3713 Sioux
Glendale, Ariz. 85307

Regina Diane Aifer
27 Lyon Road
Chestnut Hill, Mass 02167

Joanna Ajdukiewicz 133
Tom Hall Road
Durham, N.H. 03824

Christine A. Ajello 50
120 Redman Avenue
Haddonfield, N.J. 08033

Diane Francis Ajl 131
2296 Bryn Mawr Avenue
Philadelphia, Pa. 19131

Karen Lee Akamine 88
316 West 93 Street, Apt. 5B
New York, N.Y. 10025

Zandrina Alexander
775 East 52 Street
Brooklyn, N.Y. 11213

Grace L. Alhades 130
58-35 210 Street
Bayside, N.Y. 11364

Barbara Ann Allis 116
199 Ford Hill Road
Scarsdale, N.Y. 10583

Karen Aleen Altman
2856 Elmwood Avenue
Rochester, N.Y. 14618

Leah Sarah Altman 152
84 Beaconsfield Road
Brookline, Mass. 02146

Patricia C. Altmayer
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Lauren C. Anderson
153 Centerbrook Road
Hamden, Conn. 06518

Kristina E. Appel
60 West 10 Street
New York, N.Y. 10011

Jacqueline Ardrey
139 Ashland Avenue
Pleasantville, N. Y. 10570

Alice B. Attie
28 Merrivale Road
Great Neck, N.Y. 11020

Pilar Azze 83
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Wilmington, Del. 19807

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Birmingham, Mich. 48010

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Huntingdon VLY, Pa. 19006

Dorothy Helen Banish 72
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Jackson Heights, NY 11370

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Elisa A. Barnes
10019 Oak Park
Northridge, Calif. 91324

Sharona S. Barzilay 14
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Susan Ellen Bass 96
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Abington, Pa. 19001

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Linda R. Bernstein 40
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Stephanie F. Bialick 91
102-03 65 Road
Forest Hills, N. Y. 11375

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25960 Raine
Oak Park, Mich. 48237

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Ave Maria Brennan 32
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Bayonne, N.J. 07002

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Rena Calafati
Ioulianou 42-46

Athens, Greece

Leslie J. Calman 24
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Lourdes Capella
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Marilyn N. Carol
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Carol L. Carothers
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Fork, Md. 21051

Cathy L. Carothers 104
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Celeste Chin 52
143-27 Rose Avenue
Flushing, N.Y. 11355

Marilyn Chin 84
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Letitia L. Chow 87
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Kathy Jane Citron 113
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Ellen M. Cohen 120
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Marcy P. Cohen
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Pamela S. Cohen 124
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